



our

plate

Marjorie Thostenberg



PLEDGE allegiance to the
Flag of the United States
of America and to the Republic
for which it stands:

One Nation, indivisible, with
liberty and justice for all.

THE HORN-ASHBAUGH FUNDAMENTALS OF SPELLING

FOR GRADES ONE TO EIGHT

INCORPORATING THE FINDINGS OF
A TABULAR ANALYSIS OF
5,100,000
WORDS OF ORDINARY WRITING

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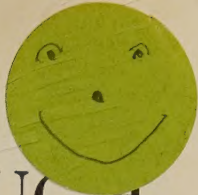
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I-VIII EDITION

NUMBERS OF NEW WORDS BY GRADES

	Minimum	Supplementary
Grade I.	150	
" II.	323	
" III.	478	75
" IV.	620	102
" V.	638	80
" VI.	620	100
" VII.	649	123
" VIII.	631	200
Total	4109	680

NOTE.—This book is guaranteed to be perfect in every particular of workmanship. If any defect or flaw is found in it the pupil will at once return it to the dealer, who will exchange for another book without cost to the pupil.

B. P. WALKER, *State Printer.*

PREFACE



The Horn-Ashbaugh Fundamentals of Spelling is a completely new speller. It is not an adaptation of any previous Horn-Ashbaugh Speller, but has been constructed from original data to meet the need for recognition of new knowledge of the content and method of the spelling course. It incorporates the results of important studies not hitherto available.

It is the intention of the authors to include sufficient discussion and directions to teachers so that this book may be taught with the highest possible degree of efficiency. In the general directions to teachers will be found a discussion of those points which concern all teachers regardless of grade. In addition, preceding the word list for each grade will be found supplementary directions to aid the teachers in facing the problems peculiar to that grade.

Special attention is called to the elaborate provision for making the pupil intelligent and responsible in his attack on his own spelling problems. This result is achieved by the testing plan which discovers to the pupil his deficiencies; by the standard scores which enable him to compare his accomplishment with that of other children; by the efficient method of study which is provided; and by the unusually rigorous follow-up work given in the review lessons. In preparing the first issue of the Horn-Ashbaugh Speller the authors made use of all reliable data in existence at that time. Since that time important investigations have furnished data which make possible in this new book a small but definite improvement in vocabulary, in grading, and in method. The authors therefore present this book to the pupils and teachers of the United States as a new contribution to the solution of the problem of developing a nation of good spellers.

THE AUTHORS.

AUGUST, 1928



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THE HORN-ASHBAUGH FUNDAMENTALS OF SPELLING

GENERAL DIRECTIONS TO TEACHERS

How the Teaching of Spelling May Be Improved.—The teaching of spelling may be improved in three ways: first, by selecting a better list of words for the pupil to study; second, by placing before the pupils of each grade the words that are most appropriate for them; and third, by introducing economical procedures in learning. The first is the problem of the course of study; the second, the problem of grading; and the third, the problem of method. In solving each of these three problems in *The Horn-Ashbaugh Fundamentals of Spelling*, the authors have used new data never before available to any author of any book.

Words of Permanent Value.—To solve the first problem one must insure first that the pupils will study all the words which are frequently used in life outside the school; and second, that they will not waste time by being required to learn words which they will seldom use. This problem has been solved for you by the authors of the text. The vocabulary of this speller is taken from Dr. Horn's compilation of the 10,000 words most commonly used in writing. This compilation represents the careful analysis of over 5,100,000 running words, and includes, in proper proportion, every important type of writing that people commonly do in life outside the school; including a special investigation of the words used in every state in the Union in personal and business letters. It utilizes all the data which are available at the present time concerning writing needs in life outside the school. You can be certain that there is no word in this book that is not commonly needed in life outside the school. On the other hand, you can also be certain

that the words most commonly used outside the school are included in this book. In addition, the vocabulary of this book has been carefully compared with that from all important investigations of the words most important in reading and speaking.

Meeting Childish Needs.—Comparison of the studies of the speaking and writing vocabularies of children with those of adult vocabulary shows that at any grade level there are available more words than can be used in the spelling course, which are of high importance both in the vocabularies of children and in the permanent vocabularies of everyday life. Therefore no word found in studies of child vocabularies has been included in the speller unless it is also found with high frequency in writing done in life outside the school. Thus both childish and permanent needs are met. The data from the vocabularies of themes, reading, and speaking have also been useful in grading the word list.

Word Building.—As a part of the course there is provision for word study and for teaching certain rules and definitions. Scientific evidence is now available which makes possible, for the first time, the effective teaching of such words as lend themselves to simple rational treatment in spelling. Most of the poor results in teaching have been due first, to the fact that the rules have not been properly taught, and second, to the fact that the rules have not been formulated on the basis of the investigations of the words most frequently used in writing. For example, in one book in common use today is found this rule: "Nouns ending in *o* usually add *-s* to form the plural." The words given as illustrations are *zero-zeros* and *piano-pianos*. In analyzing more than five and one-eighth million running words of the writing done in life outside the school, *pianos* was found but four times and *zeros* not at all. In the first fifteen thousand words most frequently used only one, the word *autos*, is an example of a noun ending in *o* which forms the plural by adding *-s*. This is the only example among the first ten thou-

sand words most frequently used. On the other hand, among the first ten thousand words there are many nouns which form the plural by adding *-es*. The words *tooth*, *mosquito*, *negro*, *potato*, and *tomato*. Naturally, when among the ten thousand words most frequently used, there is one word under the rule, and there are five exceptions to it, this rule would do more harm than good. In all the word-building lessons in *The Horn-Ashbaugh Fundamentals of Spelling* the rules and the advice have been based on a careful study of the effectiveness of lessons in rationalizing spelling.

All rules and advice are given in the simplest possible form within the limits of accuracy. The examples given under each rule and under each piece of advice were determined by an exhaustive scientific study of the 10,000 words most commonly used in writing.

The teacher, as well as the pupil, should understand clearly that it is not the intention of the authors to have these rules take the place of the direct teaching of any word. Rather, they are to be regarded as reinforcing the direct learning of the words covered by the rules and as extending the child's ability to spell words less frequently used than the words given in the lessons of this book.

Supplementary Lessons.—The supplementary lessons are distributed by grades so that pupils who finish the minimum work for any grade will have additional lessons to study for the remainder of that year.

Grading.—The lessons in each grade are those which the pupils in that grade may most profitably study. The factors taken into consideration in grading these words are as follows:

1. The frequency with which the word is used in writing done in life outside the school.
2. The frequency with which the word is found in reading done outside the school.
3. The occurrence of the word in the spoken vocabulary of the child.
4. The occurrence of the word in the compositions written by the children in each grade.
5. The usefulness of the word in the reading done in each grade.
6. The difficulty which children find in spelling the word correctly in each grade.

For example, the word "the" is among the first 100 words most frequently used in the writing done outside the school. It is also in the first 100 of the words most frequently used in the reading done outside the school. It is among the first 100 words most frequently found in the spoken vocabulary of children up to the age of six. It is reported in the lowest grade in which compositions have been analyzed by the various investigators of children's themes. It is in every first reader. The word is thus seen to be of great value to first-grade children as well as of basic permanent usefulness. It is very easy to spell, as shown by the fact that only 10 per cent of second-grade children miss it. Because of these facts, the word is put in grade one. Each word was placed in the grade list in which it now appears only after a careful study by the authors of the scientific evidence for each of the six factors given above.

The words in the first six grades, therefore, meet several requirements: first, every word is one of permanent value to the child; second, every word is one likely to be needed in the writing done by the child in that grade; third, the words afford such a degree of correlation as is practicable with reading; and fourth, the words are scientifically graded by lessons in increasing order of difficulty. It is significant that for each of the first six grades there are more words than can be used that meet all the above requirements. There is therefore no justification for including, in any of these grades, words which meet only one or two of them.

Crucial Future Needs Met.—Beginning with grade seven, some words are introduced which the child is not likely to need in the writing which he does that year, but which are of such critical importance in the child's future writing that they cannot longer be postponed. In fact, to postpone such words beyond the seventh grade means in most schools that they will not be taught at all. These words are very frequently used in types of adult writing in which misspelling brings to the writer a very heavy penalty. Such, for example, are letters of application. Many of these words such as "recommendation," "business," "equipped," and "efficient," are very difficult to spell. To omit these words from the seventh and eighth grades means that the school fails to protect the child against the exceedingly severe penalties which are imposed for misspelling in adult writing.

Review Eliminates Error.—The complete elimination of all spelling errors is efficient and thoroughgoing. Not only are the words which commonly give difficulty especially emphasized, but also a pupil's own special difficulties are eliminated by the method used. Every precaution has been taken to obtain this thoroughness without wasting the pupil's time in studying what he already knows. No word is studied in review unless need for study has been shown by test.

During the week in which the lesson is taught for the first time, each pupil is tested three times on each word in the lesson. He spends his time in concentrated attack on the words which have given him difficulty. One month later this lesson is given as a test, and the words missed by each pupil relearned by him. Two days later each pupil is again tested over this lesson in order to make certain that he has learned it perfectly.

In addition, at the beginning of each grade above the first, the words previously taught which according to Dr. Ashbaugh's investigation still give difficulty are thoroughly reviewed. Finally in grades six to eight are special review lessons of those words, taught in grades one to eight, which according to the investigation of spelling difficulty in junior and senior high school seem likely to continue to be missed.

It must be kept in mind that these reviews are not haphazard, nor are they matters of guess-work. Each review list is made up on the basis of careful scientific study of *persistent* errors. This scientific plan for follow-up work with all words is unique in Fundamentals of Spelling. In the past, and in much present teaching, no provision is made for learning words missed in any lesson. Certainly such learning cannot be taken for granted nor left to mere guess-work. The teacher should understand that the review tests are themselves of value in learning, and that following the precise plan of the text will establish correct habits that might otherwise not be formed.

Standard Scores.—With each lesson will be found letters indicating three successive grades and a figure beside each. This figure represents for this lesson the average number of words which children in general spell correctly. The standards are placed here in order that pupils and teachers may compare their own results with those of other grades and with results

obtained in the country. It is known that persons who have used only Fundamentals of Spelling have not before studied the words in a list. The class average on the Monday test may be lower than the standard given here which is based on children in many schools throughout the country, many of whom have probably had some of these particular words in some spelling lesson in earlier grades. By careful following of the method of study the class score should exceed these standards on Wednesday and greatly exceed them on Friday. The ideal to keep before your class is that they should learn their lessons so that they will not misspell a single word on the final test.

How to Teach the Lessons.—Special directions adapted to the needs of primary children are given just before the lessons in grade one, in grade two, and in grade three. These directions should be used in teaching children in these grades, rather than the directions which follow. The directions which follow should be used in grades four to eight inclusive.

Six points of method must be kept in mind as more important than any others:

1. The teacher must test her pupils on each lesson before they begin to study.
2. Each pupil should study only the words which he misspelled on this test.
3. Each pupil must be taught an economical method of studying.
4. Each pupil must see clearly what progress he is making.
5. The teacher must follow the distribution of the controlled reviews.
6. The teacher must strive constantly to develop sound purposes and interests.

Detailed suggestions for teaching lessons are given in the paragraphs which follow. The method of Fundamentals of Spelling has been used in all types of public and private schools and has proved uniformly successful. Teachers are urged to follow it as closely as possible. The book may, however, be used with any of the methods commonly found in elementary schools.

Getting Started Right.—The first few lessons should be spent in systematizing class procedure and in teaching pupils how to study. The authors recommend that the first week of the term be used for this purpose. The regular spelling lesson

may be omitted for this period being utilized in teaching pupils how to work. As of lesson R-1 may be used to illustrate each step. The following schedule is suggested:

On Monday—show the pupils the importance of spelling in letters and in the written work done in the school. Give cases, if possible, where people have been discredited because of spelling errors in letters. Have the pupils read, under “Helps to Pupils,” the section on “Why You Should Be a Good Speller.”

On Tuesday—teach the pupils the proper use of the pronunciation exercises and how to correct papers. Have the pupils read, on page xxiv, “How to Learn the Words.” Give a test on lesson R-1 to illustrate the method.

On Wednesday—teach pupils how to study. Have them learn the steps in “How to Learn to Spell a Word.” These steps are given in helps to pupils, page xxv.

On Thursday—practice applying the method of study in learning the words missed on the Tuesday test under lesson R-1.

On Friday—teach the pupils how to keep a spelling notebook. Stress the importance of the careful study of words missed on the Friday test. For detailed suggestions on a spelling notebook see pages xvi and xxvii.

In the following weeks it is a good plan, at intervals, to have each pupil show that he understands the method of study by illustrating it before the whole class. For the first few weeks it will be necessary to supervise the steps in each day's work very closely. Insist that the correct method be used from the outset. As soon as the pupils have learned the method of study the regular work of learning the lessons may begin.

The Second Week and Following Weeks.—The lessons are to be completed in a week. A week's work consists of twenty new words and twenty review words except in grades one and two, where the week's work consists of ten new words and ten review words, and in grade three where the week's work consists of fifteen new words and fifteen review words. The daily schedules for grades one and two are found in the pages immediately preceding the lessons for those grades. The following schedule is recommended for grades three to eight inclusive.

Monday.—The first step in teaching a lesson is an exercise in pronunciation. Have the pupils open their books at the new

lesson. Pronounce each word, enunciating the syllables very distinctly. Each word which in your judgment is not understood by the class should be used orally in a sentence. All homonyms are given in the book in illustrative sentences, as are all words likely to be confused with other words of similar sounds. Encourage pupils to ask about the meaning of any word of which they are in doubt. Have the pupils pronounce each word after you in concert, enunciating the syllables very distinctly. Insist on careful pronunciation on the part of every pupil but do not have the word spelled at this time.

This exercise precedes the spelling test because of the importance of pronunciation in the method of study, and because of the probability that this initial attention to the correct form of the word is desirable. Since the pupils undoubtedly learn something as a result of this exercise, they may be expected to make somewhat better scores than they would if no such preliminary exercise were given.

After all the words have been pronounced, have the pupils close their texts and prepare papers for a written test. This test will include the new lesson. Explain to the pupils that the purpose of the test is to show each pupil what he needs to study. It may be written on any sort of paper.

In general, pronounce each word once only. Pupils should write the words without hesitation. No alterations in the first attempt at spelling the word should be allowed. After the words have all been dictated, the pupils may either correct their own papers or exchange papers for correction. In the latter case, be sure that each pupil understands that he is not grading his neighbor's paper but marking misspelled words in order that his neighbor will know which words to study. Instruct the class to mark a word wrong if it is misspelled, if it cannot be read, or if any change in the first attempt at spelling has been made. Be sure that each pupil understands that, until he is able to write a word the first time correctly, plainly, and without hesitation, he has not sufficiently learned it. See "Directions to Pupils," page xxiv.

The words may be corrected on the basis of the teacher's oral spelling or by the book. Each word found to be misspelled should be marked wrong by placing after it an **X**.

When the papers have been returned to the owners, each pupil should write the correct form of each word which he has misspelled. The words missed on the test will constitute his work for the week.

Tuesday.—On Tuesday the pupils study, each working on the words he missed on Monday and using the method recommended under "Directions to Pupils." Pupils who made no errors on the test may be excused from this study period, but not from the tests on Wednesday and Friday. It frequently happens that a pupil will spell a word correctly on one test and misspell it on a following test.

The teacher should closely supervise the pupil's study to insure that pupils work aggressively and that proper methods of learning are used. She should utilize this opportunity to investigate the study methods of children who have shown unsatisfactory results in the final test of the preceding week and to correct wrong habits where such are found to have developed. *The Friday tests provide an unfailing index of efficiency.* When any pupil makes a poor record on a Friday test, the teacher should inspect his methods of study on the following Tuesday in order to determine and remove the cause of the trouble. While the class should not be tested on Tuesday, the teacher may test individual pupils to see how effectively they have studied.

Some teachers allow pupils to work quietly in pairs, testing each other near the close of the study period to make certain that each word missed on Monday has been learned.

Wednesday.—Test on the new and on the review lesson. This review lesson should be taught one month before. Since the first four lessons in each grade are made up of words taught in the preceding grade, these should be used during the first month as review lessons. The words should be corrected and the errors recorded as on Monday. Compare the number of errors made on the new words in this test with those made on the new words on the Monday test. This comparison will show the pupil what progress he has made. Use any remaining time for studying the words missed on this test.

Thursday.—Study the words missed in the new lesson and in the review lesson. *Give special attention to the pupils who miss the most words on the Wednesday test.*

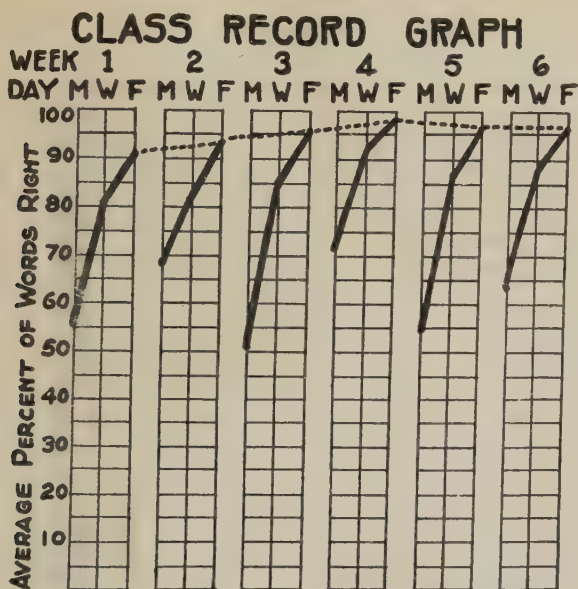
Friday.—Test on the new review lesson, correct the papers as on Monday. During the rest of the period studying the errors made on the test. Compare the number of errors made on the test with the number made on the first and second tests. The comparison gives the child a measure of accomplishment for the week. The teacher should check all papers on Friday in order to have an accurate record of the status of the pupils at the close of the week's work. Many teachers have found it helpful to put a chart of the week's progress on the blackboard or on the bulletin board.

Individual Instruction.—It is clear from the preceding directions that the method of learning and the class administration are intended to insure that each pupil will study only those words which give him difficulty, and that he will, at the same time, progress at his own rate. This feature is vital in any sound spelling program.

The Spelling Notebook.—Each pupil should keep in a notebook the corrected forms of all words misspelled by him in Friday tests or in the writing done in connection with other school subjects. These are his individual demons. The teacher should supervise this record with care. Proper use of the spelling notebook will awaken a "spelling conscience" and will establish an efficient link between spelling as a separate study and spelling as related to his other studies.

The Problem of Interest.—Teachers who have used the method which is here recommended have been unanimous in reporting not only that the pupils learned more rapidly, but also that they worked with greater enthusiasm. This increased interest is secured without any use of soft pedagogy. It comes from several sources. First, the pupils know that the words in the book are those most commonly needed in writing. Second, because of the method of grade placement used in this text, the pupils of any grade may be sure that the words which they study are the words most likely to be needed in the writing which they do in that grade. Third, the pupils quickly see the advantage of centering their efforts on words which they have actually missed. Fourth, by means of standard scores they are enabled to compare their spelling ability with that of children in other parts of the country. Fifth, they can see what

they are accomplishing. Provisions make possible the joy which comes from working seriously and thoroughly a clean-cut task that needs to be done. These are the interests which appeal to sensible mothers and women in life outside the school, and they have proved sufficient for children. Many attempts have been made to substitute devices for these whole-



Find Class Average Per Cent of Words Right each day and join Monday to Wednesday and Wednesday to Friday by black or white line. Join Friday points with red line.

some and fundamental interests. Such attempts not only fail in their purpose, but actually distract the child's mind from the work he has to do. Sugar-coating inevitably destroys the child's appetite for healthy vigorous work.

As an aid to the pupils on this point the authors suggest that the teacher keep on the blackboard or on a chart hung in a conspicuous place, a graph of the progress of the class. The form shown on this page is suggested as being easily made and portraying clearly the progress which the class is making.

The same form may be used by each individual pupil by simply recording the words which he has right instead of the class average. A graph may be made up for any number of weeks.

Rich Language Experience.—The words in each grade are those which the pupils of that grade are most likely to use in their written work. It is important that there be enough written work to provide, in a natural, purposeful setting, for the use of these words in writing. Pupils should be encouraged to write letters frequently. It adds very greatly to the school spirit if pupils are encouraged to write letters of sympathy to children who are unable to come to school because of illness or for other good reasons. Such letters may also contain information which will enable the absent pupils to keep in touch with what is going on at school. The relation between the home and the school is strengthened by encouraging pupils to write to parents, grandparents, or other relatives what has happened or is being accomplished at school. It is important that there be enough written work to provide, in a natural setting, for the use in writing of the words of the regular lists.

Tests.—A fundamental thesis in testing the efficiency with which a given teacher or class has worked is that the pupils should be tested before and after study upon the task assigned to be done. In spelling this means that the test words, both at the beginning and at the end of a term, should be chosen from the lessons which are assigned to be learned during that term. *It is manifestly unfair to test the efficiency with which a class has worked by dictating words which it has not studied.*

Spelling-Matches.—Many schools have found it interesting and profitable to have occasional spelling-matches. These are especially appropriate in weeks broken by holidays. The review lists given at the beginning of each grade are recommended for spelling-matches. An additional spelling-match list has been placed in the Appendix: this contains "spelling demons" which are somewhat less often used than those which appear in the regular lessons.

PLAN FOR TEACHING THE LESSONS IN RURAL SCHOOLS

Fundamentals of Spelling is especially efficient in rural schools. This is to be expected not only because of the effective emphasis on individual instruction and on teaching pupils to study, but also because of the plan, original with the Horn-Ashbaugh Spellers, of giving the pupils of each grade a standard by which they may measure their own progress and attainments. Rural schools in which the speller has been used have uniformly reported an improvement over past records.

While the rural-school pupil will study his lessons in the same way as do pupils in graded schools, the method of class administration will, of course, be adapted to the needs of the rural school program.

Combinations of Grades.—Grade (class) combinations are usually necessary in teaching spelling in the small rural schools. It is impractical to schedule separate recitations daily for each grade as is done in the larger schools. Spelling is not exceptional in this respect as combinations are equally necessary in several other subjects. Two grades are usually combined, though not infrequently three upper elementary grades are taught at the same period. When all grades from one to eight are represented in a school the following grouping is recommended as most satisfactory:

Group I.....	Grades 1 and 2
Group II.....	Grades 3 and 4
Group III.....	Grades 5 and 6
Group IV.....	Grades 7 and 8

In small schools having few pupils to a teacher, beginners' spelling is most commonly taught in connection with other subjects such as reading, language, and writing. Most of the words are learned incidentally as a result of their use in these subjects and in simple written exercises. The review of the difficult first- and second-grade words in the first month of the third grade is an insurance that the spelling needs of the earlier grades are not neglected. However, if time can be found in the latter half of the session for a special spelling period on the daily program it is desirable to teach the appropriate methods of study and the words most needed by the pupils in their writing exercises. Very definite directions and helpful suggestions for teaching early primary spelling are given immediately before the first grade.

GROUPS II, III, AND IV

There are two ways in which Fundamentals of Spelling can be efficiently taught to a group of two consecutive grades. First, the work of the two grades may be taught simultaneously, that is, at the same time. Second, the work of each grade may be alternated yearly.

1. The Simultaneous Plan.—In small schools two grades can be taught at the same time in a recitation period of the usual length. The test on Monday, Wednesday, and Friday may easily be dictated to both grades of a group by pronouncing first a word from one list and then one from another. Little or no additional time is required, because a teacher can dictate words so much more rapidly than the pupils can write them. The words can best be corrected by having each pupil compare the spelling with the printed list in the text-book. Conducting the study periods on Tuesday and Thursday involves no special difficulties in rural schools.

Many teachers prefer this plan in small schools because each

grade does its own work in regular order, because it is easily administered, and it has proven to be successful.

2. Alternating the Work of a Group.—There are two plans for alternating the work of a group of two consecutive grades. First, the work of one grade can be taught one year and the work of the other grade the next year. Second, the lessons may be alternated, that is, the odd-numbered lessons of both grades are taught one year and the even-numbered lessons the next year.

The following table illustrates the first plan of alternation:

Group II Course of Study for		Group III Course of Study for		Group IV Course of Study for	
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1928	1929	1928	1929	1928	1929
1930	1931	1930	1931	1930	1931
1932	1933	1932	1933	1932	1933

This table should be read as follows: Group II, consisting of grades three and four, will study the work of grade three in 1928 and the work of grade four in 1929. Group III will study the work of grade five in 1928, and the work of grade six in 1929. Group IV will study the work of grade seven in 1928, and of grade eight in 1929. This plan, while very simple, has one disadvantage. In the odd-numbered years, 1929, 1931, etc., grades three, five, and seven begin the school term with words which are difficult for them. The principal advantage of the plan is the ease with which, from year to year, records can be kept of the work studied by each pupil.

Under the second plan, that of lesson alternation, half of the lessons of both grades in any group are studied each year. In school years beginning on odd-numbered calendar years, the odd-numbered lessons are studied. Thus Group III would study in 1928 all of the even-numbered lessons in the work outlined for both grade five and grade six. In 1929 this group

would study the odd-numbered lessons in the work outlined for these grades. In this plan the lessons are relatively easy at the beginning of the year and increase steadily in difficulty, the hardest work coming at the end of the year when the pupil is best able to master it. The following table shows how this plan should be used.

This table shows the lessons which should be studied in a given year by each group in schools having eight grades. This plan can be adapted easily to schools having a smaller number of grades.

Group II	Group III	Group IV
1929, '31, '33 Odd-numbered lessons in both grades 3 and 4. 1928, '30, '32, '34 Even-numbered lessons in both grades 3 and 4.	1929, '31, '33 Odd-numbered lessons in both grades 5 and 6. 1928, '30, '32, '34 Even-numbered lessons in both grades 5 and 6.	1929, '31, '33 Odd-numbered lessons in both grades 7 and 8. 1928, '30, '32, '34 Even-numbered lessons in both grades 7 and 8.

Arrangement of the Daily Program.—An especially efficient arrangement of the daily program has been worked out by Professor Elmer Ritter and Professor Wilmarth in their book, "Rural School Methods." Under this plan a single bloc at the same time each day takes care of the spelling in all groups. This has the advantage of concentrating the teacher's attention on the subject of spelling each day at the same time. The length of this period will depend upon the time assigned in the state course of study. The authors recommend that wherever possible thirty minutes a day be used. In this thirty minutes the work of groups II, III, and IV, grades three to eight, can be efficiently taught. This plan requires but fifty minutes a week of actual teaching time for each group. The table on page xxiii shows how this plan works for the first week of school and for all succeeding weeks.

In either plan of grade alternation the more advanced grade in the group is expected to do better work than the other grades in the group. For example, in Group II grade 4 is expected to do better work than grade 3. The grade standards at the bottom

TEACHING THE LESSON IN RURAL SCHOOLS xxiii

A PLAN FOR TEACHING GRADES 3-8 IN TWO RECITATIONS A DAY
(Adapted from Ritter *Practical School Methods*)

	Group II (Grades 3-4)	Group III (Grades 5-6)	Group IV (Grades 7-8)
Monday . . .	Test on new lesson.	Combine groups II, III and IV to teach how to study a word.	Combine groups II, III and IV to teach how to study a word.
Tuesday . .	Study new lesson.	Test on new lesson.	Combine groups II, III and IV to teach how to correct a paper.
Wednesday .	Test on new and review lesson.	Study new lesson.	Test on new lesson.
Thursday . .	Study new and review lesson.	Test on new and review lesson.	Study new lesson. (This gives one 15 minute period for individual help with all groups.)
Friday . . .	Final test on new and review lesson.	Study new and review lesson.	Test on new and review lesson.

Second Week and Following

	Group II (Grades 3-4)	Group III (Grades 5-6)	Group IV (Grades 7-8)
Monday . . .	Test on new lesson.	Final test on new and review lesson.	Study new and review lesson.
Tuesday . . .	Study new lesson.	Test on new lesson.	Final test on new and review lesson.
Wednesday .	Test on new and review lesson.	Study new lesson.	Test on new lesson.
Thursday . .	Study new and review lesson.	Test on new and review lesson.	Study new lesson. (This gives one 15 minute period for individual help.)
Friday	Final test on new and review lesson.	Study new and review lesson.	Test on new and review lesson.

of each lesson in Fundamentals of Spelling enable each grade to compare its work with the children of the same grade in other schools. No other speller makes this possible.

DIRECTIONS TO PUPILS

Why These Words Should Be Studied.—One of the ways by which people judge the writer of a letter is the presence or absence of spelling errors. Often a young man or young woman has failed to obtain a desirable position because of spelling errors in a letter of application. Even in the ordinary friendly letter, spelling errors make a bad impression. The words which you are to learn from this spelling book are the words which people most frequently use in writing letters. Thousands of letters were read, and each word found was recorded. This book, therefore, contains the words most commonly used in writing, and does not contain any word which has not been found in letters.

In deciding which words to put in the lessons for any grade the authors of the book selected words most likely to be needed in the writing done in that grade. Therefore, the words that you study this year are not only words which you will always need but also words that you will probably need to write this year.

How to Learn the Words.—The first step in the study of each lesson will be an exercise in pronunciation. Your teacher will pronounce each word for you. Look at your book closely, noticing each syllable as she pronounces it. When the teacher asks you to pronounce the word after her, look at each syllable closely as *you* pronounce it.

The second step in learning the lesson is the test. Write each word as plainly as you can and *without hesitation*. The purpose of this test is to see whether or not there are any words in the lesson which you cannot spell. The words which you cannot spell will be your work in spelling for the week.

If your teacher asks you to exchange papers for the purpose of correcting them, be sure to do your work very carefully. If you fail to mark as wrong a word that has been misspelled,

the pupil whose paper you marked will not be able to know that the word should be studied, and so will suffer an injury. On the other hand, it will be very confusing if you mark a word wrong which is really correct. The same careful work is required if you correct your own paper. In writing one should not only know how to spell but also how to make his letters so that the person who reads the writing can tell exactly what has been written. Many people write so that certain letters cannot be told from certain other letters. This is especially true of *z*, *g*, and *y*; *o* and *a*; *e* and *i*; *t* and *l*; *n* and *u*; *h* and *k*. When you correct a paper and cannot tell which of two letters the writer intended, mark the word wrong. Also mark it wrong if any letter has been written over or any change made. Any word that has not been learned so that it can be written plainly, without hesitation, the first time should be studied again. After each word wrongly spelled, put a cross—so (X). Remember that the grades of the pupil whose papers you correct are not given on your corrections, since grades are made up from the Friday tests, which are corrected by the teacher.

The Meaning of "The Standard Number Right."—The words in this book have been given to a great many children in each grade in a number of states. In this way it was possible to find out the number of words which children of each grade ordinarily spell correctly. If you will compare the number of words which you spell correctly in any lesson with the "standard number right" at the bottom of your lesson, you will be able to see how your spelling compares with that of pupils in other schools of the country.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

Step 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each

syllable very distinctly, and look closely at each syllable as you say it.

Step 2.—With closed eyes, try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

Step 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

Step 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

Step 5.—Now write the word again. See if it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. There is no easy road to good spelling. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

Take Pains with Your Spelling in All Writing.—Take pride in having your compositions and letters free from spelling

errors. When you have the least doubt as to how to spell a word, look it up in the dictionary before you write it. When you have found the word in the dictionary, learn it by the method by which you study your regular spelling lessons. In a similar way, if you do make a mistake in spelling in your compositions, learn the word which you misspelled by this same method.

Reviews.—Whenever you have a few minutes after having prepared some lesson, turn back to the errors which you have made on previous spelling tests and spend some time going over the words which you missed on those tests. Occasionally when you are at home, you will find it interesting to have your mother or father or some friend test you over all the words you have missed during the year. You should not be satisfied until you can spell every word correctly.

Notebook.—Keep a spelling notebook. Whether your teacher requires it or not, you will find this very much worth while. In this you should record all words missed on any test or in compositions which you write. If you find that you are frequently missing a word, write it in a special list and review it frequently.

A	a	N	n
B	b	O	o
C	c	P	p
D	d	Q	q
E	e	R	r
F	f	S	s
G	g	T	t
H	h	U	u
I	i	V	v
J	j	W	w
K	k	X	x
L	l	Y	y
M	m	Z	z

FIRST GRADE

HELPS FOR TEACHERS

How the Words for Grade One Were Selected.—The authors recommend that spelling be begun in the second half of the first year. The spelling lessons for grade one contain one hundred fifty different words. These one hundred fifty words were selected in the following manner. From among the words most frequently used in writing those were chosen which (1) occur most frequently in the spoken vocabulary of the child before coming to school, (2) are among the words most frequently found in the writing of young children, (3) are in the commonly used primers and first readers, and (4) are easy to spell. You will notice that most of the words are phonetic. These words are therefore those which are most appropriate for the first lessons in spelling.

How to Teach Spelling in Grade I.—Read the general directions to teachers on pages vii to xxiii, in order to see the relationship of the work of one grade to that of the other grades. The method which you will use is somewhat different from that used in other grades, being adapted to the special needs of first-grade children.

First Week.—The first week should be used to set up sound purposes for learning to spell. At the beginning of the second half-year many first-grade pupils can spell and even write most of the words in the first-grade spelling list. Other pupils have learned very little about either spelling or writing. Begin the week's work by reading with the children the lesson given on page 6. The purpose of this lesson is to give the pupils one type of sound purpose for learning to spell and to write. The rest of the week may be spent in discovering the degree to which each pupil is able to recognize the small and capital letters in print and in script. Pupils may also be encouraged to show how many of the small letters they can write. During this week each pupil should learn to write his name if he has not already done so.

Second Week and Following Weeks.—The work for the second half-year of the first grade is divided into units on the

HELPS FOR FIRST-GRADE TEACHERS

one week's work. This makes a flexible unit which enables each teacher to adjust easily the work to the needs of the pupils. The number of words which should be taught in a day will vary with the ability of the pupils. Since the chief purpose of spelling in grade one is to enable the child to write the words which he needs in the accomplishment of such purposes as should be set up by first-grade children, the work in spelling should be constantly reinforced and motivated by relating it to the other activities of the school and particularly to those in the language period.

Plan for Teaching the Words.

Teach one word at a time, taking the words in order. The following method is recommended.

Step One.—Pronounce the word, use it in a sentence, and have each pupil find it in his book. Ask one pupil to say the word, use it in a sentence, and then say the letters in it. Ask the pupils to watch to see how you write the word. Erase the word. Ask the pupils to watch you closely while you write the word again. Erase the word.

Step Two.—Ask the class, "Who would like to try to write this word on the blackboard?" Ask the pupil to write the word large, so that all pupils can see it. Have him say each letter as he writes it. Help the pupil if he has difficulty, or ask, "Who can show (George) how to make the word?" Then ask the pupils to watch you once more as you again write the word, calling special attention to any part of the word which gave the pupil difficulty.

Step Three.—Ask each pupil to try to write the word, using a pencil and paper and writing large. Pass from pupil to pupil, giving encouragement and help where needed. When you have learned what parts of the word are most difficult for the children to write, write the word again on the blackboard, calling special attention to the parts of the word with which pupils have had most trouble. Then ask the pupils to try once more to write the word.

Difficult Letters and Letter Combinations.—If the pupils have had difficulty in writing some letter or group of letters, call attention to that fact and give the needed practice in writing

the letter or groups of letters. In doing this you follow the same procedure as outlined in Step One, except that in this case you teach letters or groups of letters instead of words.

Long Words.—Long words should be broken up for teaching purposes, especially in the early lessons. For example, *going* may be taught in the following manner. a. Write the whole word first. b. Teach *go*. c. Teach *-ing*. d. Show how *go* and *-ing* are joined together. e. Teach the whole word.

Step Four.—After each word has been taught according to the method outlined under Step One, Step Two, and Step Three, write the word on the board and leave it as a record of progress.

Step Five.—Proceeding in the same fashion, teach one word given in the first week's work. At the beginning of each day's lesson after the first, review the words which have been taught on the preceding day. At the end of the week pupils may be allowed to write the words they have learned and to take this written work home to show their parents what they have accomplished in spelling during the week. This should not be required, but most children like to do it and all should be encouraged to do it at least occasionally.

Illustrative Sentences.—The lessons for the first grade contain a number of words which might cause some confusion because of identical or similar sound. Such words are used in sentences for the pupil's guidance in the study of his lessons. All the illustrative sentences are taken either from children's letters or from actual records of the ordinary informal conversation of young children.

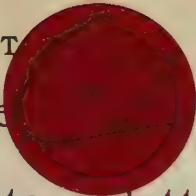
Children's Purposes in Spelling in Grade One.—Although children in grade one normally like to learn to write and to spell, the interest in writing and spelling is increased if the children are allowed and encouraged to write for specific purposes. Among the specific purposes which primary children most often set up are: (1) to write letters to fellow pupils who are sick or absent from school for any cause; (2) to write letters to pupils who have moved away; (3) to write letters to father, to mother, to grandfather, to grandmother, or to some other relative; (4) to write simple invitations; (5) to write simple requests for information or to obtain a privilege; (6) to write

simple letters expressing action for something which has been done; (7) simple statements, or news items for exhibits on bulletin-board; (8) to make simple records or diaries of what has been done at school; (9) to write Christmas or birthday greetings. In the case of pupils who have entered grade one in the middle of the preceding year, Christmas will come toward the end of the second half-year. Simple statements such as *Merry Christmas* or *Happy Birthday* are often written even by children in the first half-year.

The lessons for grade one contain the words most often used by young children and most appropriate for them. But since the average first-grade child has a vocabulary of over 2,000 words, he will naturally not wish to limit his writing to this list of 150 words. He should be encouraged in his desire to use other words and should be given help in writing such words as he needs. The letters which appear in the lesson are actual children's letters but are suggestions only. In the same types of situation in which these letters were written, your pupils may wish to write something quite different and should be encouraged to write what seems to them most appropriate.

Procedure to Be Followed in Schools where Children Are Neither Taught Nor Encouraged to Write in Grade One.—In schools where children are neither taught nor encouraged to write in grade one, the following method may be used. Pronounce the word and use it in a sentence. Ask some pupil to pronounce the word, use it in a sentence of his own, and spell it. Then ask all pupils who would spell the word in the same way to stand. Ask the pupils who remain seated how they would spell it. Then have all look at their books to see which spelling was right. An opportunity may also be given for other children to use the word in sentences of their own.

Although this method is a possible one in grade one, it must be kept in mind that the real reason for learning to spell a word is to be able to write it. Most first-grade children wish to write. Indeed most of them have been scribbling long before coming to school. Moreover, first-grade children set up many worthy purposes which can only be accomplished to their satisfaction by writing.

Can you write ?

One boy wrote a letter to his mother.

He put it on her table.

This is what the letter said.

Dear Mother,

I like to go to school.

Tom

Can you write a letter like this to your mother?

Can you spell all the words?

WEEK

it school go
 and see mother like
 dear Dear Mother, dear
 to I like to go to school. to

on

Standard number right: Grade I—() Grade II—8

SECOND WEEK

day we going the
 back up good play
 be Can you be here? be
 all We can all spell. all

Standard number right: Grade I—() Grade II—8

THIRD WEEK

me hand got man

take today five bed

ball Ter! you play ball with me? ball

re The boys are here today. are

Standard number right: Grade I—() Grade II—8

FOURTH WEEK

at can you dog

name come this they

boy We have a new boy in our room. boy

here He came here last week. here

Standard number right: Grade I—() Grade II—8

FIFTH WEEK

he live was she
has cut bring took
an I have an apple. an
him Give it to him. him

Standard number right: Grade I—() Grade II—7

SIXTH WEEK

if as what tell
down hat run make
for The cake is for mother. for
of Bring home a pint of milk. of

Standard number right: Grade I—() Grade II—7

One day  had a bad cold. She could ~~not~~ go to school. She had to stay in bed. That night her brother brought her a letter. A girl in her room at school sent it to her. Each child in the room wrote a letter. The best letter was sent. This is what it said.

Dear Mary,

We are sorry you are sick.

Jane

Do you know any boy or girl who is sick at home? Would you like to write a letter like this?



my his out give

over away into long

may When may I come to see you? may

too He stayed too long.
She would like to come, too. too

Standard number right: Grade I—() Grade II—7

EIGHTH WEEK

in on little cat

where just cow after

some Will you have some ice cream? some

not I shall not see her. not

Standard number right: Grade I—() Grade II—7

NINTH WEEK

let how milk her

that baby home were

do What shall you do today? do

there My cart is over there. there

Standard number right: Grade I—() Grade II—7

TENTH WEEK

now look much them

time came went think

blue Paint my wagon blue. blue

made It is made of wood. made

Standard number right: Grade I—() Grade II—7



ELEVENTH WEEK

up or thing will
when gave cold three
one We study each lesson one week. one
our We feed our dog. our

Standard number right: Grade I—() Grade II—7

TWELFTH WEEK

then did put door
about green us tree
no We have no time to play. no
your Have you done your work? your

Standard number right: Grade I—() Grade II—7

THIRTEENTH WEEK

big old last saw

by Shall you come by our house? by

red It is the red house on the corner. red

two We have two new kittens. two

must You must come and see them. must

way It is not a long way there. way

know You know how to come. know

Standard number right: Grade I—() Grade II—7

FOURTEENTH WEEK

have am around had

father with house get

so It is not so cold as it was. so

night No, but at night it is cool. night

Standard number right: Grade I—() Grade II—7

but say eat more
box girl from want
sick well

Standard number right: Grade I—() Grade II—7

SIXTEENTH WEEK

Ann wrote a letter to her father. This is what it said.

Dear Father,

Here are our words for this week.
I can spell all of them.

Ann

by	our	one	too
two	way	here	made
	some	there	

Would you like to show your father how many of these words you can learn this week?

SECOND GRADE

HELPS FOR TEACHERS



How the Words for Grade Two Were Chosen.—The new lessons, numbered 1 to 32 inclusive, contain 320 new words. In addition, the lessons marked "Letters for Christmas Week" contain three new words likely to be used by children at that time of the year.

The lessons numbered R-1, R-2, R-3, and R-4 contain the 40 words which among the words taught in first grade are most frequently missed by second-grade pupils. The new words for this grade were chosen in the following manner. From among the words most frequently used in writing and not taught in grade one, those were chosen, (1) which occur most frequently in the spoken vocabulary of the child up to, and including, the age of six, (2) which are among the words most frequently found in the writing of young children, (3) which are in commonly used second readers, if not in earlier readers, and (4) which are relatively easy to spell. These are the words which second-grade children are most likely to need in the writing which they do now, as well as in future writing.

How to Teach Spelling in Grade II.—Read the general directions to teachers on pages vii to xxiii in order to see the relationship of the work of grade two to that of the other grades. The method which you will use is practically the same as that used in grade three and beyond, but is adapted somewhat to meet certain difficulties which second-grade children have.

Method for Children Who Cannot Write.—If at the beginning of the second year your pupils write so poorly as to make the "method for children who can write" impracticable, use the method recommended for grade one (see pages 1-4). By the end of the first half of the second grade, however, all second-grade pupils should be able to use the method which follows.

Method for Children Who Can Write. First Week.—On Monday, have a reading lesson on "Why Second-Grade Pupils

Should Learn. . . second-grade children may have some trouble in . . . lesson. Direct the discussion of this lesson so as . . . emphasize the pupils with the purposes of spelling and with the book.

On Tuesday, teach the pupils how to study with you the regular Monday exercise described on page xiii. Use the words of Lesson One in this practice exercise. Stress particularly the importance of paying attention to the correct pronunciation of the word, at the same time looking at each part of the word as it is said. Have a reading lesson on "How to Study with the Teacher."

On Wednesday, have a reading lesson on "How to Study by Yourself." Illustrate each step in this lesson with words from Lesson One.

On Thursday and on Friday have the pupils practice how to learn to spell a word. Each child should be able to name and illustrate each step in the process.

Second and Following Weeks:

Monday.—Call attention to the results of the preceding week. Use appropriate methods to stimulate the child to determine to get still better results this week. Then introduce the new week's work by pronouncing each word as the pupils look at the word in their books. Pronounce each word distinctly. Have the pupils pronounce it. If you are not certain that each of your pupils knows the meaning of the word, use it in a sentence. Then write the word on the board, saying each letter as you write it. Call special attention to letters likely to be written wrongly and to the proper way in which the letters are joined together.

After all the words have been pronounced, have the pupils close their books and prepare papers for a written test. This test should be on the new lesson only. It may be written on any sort of paper, the words being written in columns of ten. Pronounce the word, use it in a sentence, and pronounce it again. Illustration: **hen. My hen laid an egg. hen.** Have the

pupils write the words on your pupils listening carefully so that unnecessary repetition may be avoided. Encourage the pupils to write the words without hesitation, but at the beginning of the second grade reasonable time must be allowed for even the slowest children to write each word. No alterations in the first attempt at spelling the word should be allowed. After all the words have been dictated, have each pupil inspect his paper to see whether or not any errors were made. The words may be corrected on the basis of the teacher's oral spelling, or by each pupil comparing his spelling with that in the book. Each misspelled word should be marked wrong by placing after it an X.

The papers should then be handed in to the teacher, since in this grade it is not safe to rely solely upon the corrections made by pupils. The words missed by any child on this test will be those which that child should study on Tuesday.

Tuesday.—Help the pupils to study, each by himself, according to the directions under "How Second-Grade Children Can Learn to Spell." Watch the class closely to see that each pupil is using the right method. Pass from pupil to pupil in order to give each the help that he needs in using the method and in writing the words. Watch particularly for errors growing out of writing difficulties. Pupils who can spell the words may spend their time trying to write the words better.

Wednesday.—Test on the new lesson and on the review lesson. This review lesson should consist of a lesson taught one month before. Since the first four lessons in grade two are made up of the most difficult words taught in grade one, these may be used during the first month as review lessons. There is no pronunciation exercise on Wednesday. Correct the words and mark the errors as on Monday. Compare the number of errors made on this test with those made on the Monday test. Make a strong point of the progress that has been made not only by each child, but also by the class, and stimulate the pupil to greater effort.

Thursday.—Study as on Tuesday. Give special attention to students who made a poor showing on the Wednesday test.

Friday.—Test on the review lesson. Correct the papers as on _____ spend the rest of the period in directing study on _____ errors made on this final test. The teacher should carefully record the errors made on this test.

You probably will have to have reports of errors at the beginning of the following period, since pupils' corrections cannot be relied on in this grade.

Children's Purpose in Grade Two.—The pupils need spelling in all the writing which they do in the language period and in connection with other school activities. Encourage them to write letters frequently. These letters should be short and neatly written. Some of the types of letters which can be written are letters to parents or to relatives telling what has been done at school, letters to relatives or to friends on any topic that interests the pupils, letters of invitation to parents to visit the school upon special occasions, letters to other grade children asking for cooperation in some school enterprise, letters to students who are ill telling them what is going on at school, letters to children who have left your school because their parents have moved to another community.

The words most frequently used in these letters and in other writing will be in the lessons for grade one and grade two. However, since the child's vocabulary is much larger than the total number of words in grade one and grade two, he will often need words which he has not studied at the time of writing a letter. He should feel free to ask you how to spell these words.

HELPS FOR SECOND-GRADE PUPILS

Why Second-Grade Pupils Should Learn to Spell.—Second-grade pupils are old enough to write letters. You will need to spell in order to write letters. The lessons for the second grade contain the words that you will most often need to write during this year. You will need these words as long as you live.

It will help you to learn to spell if you write letters. Try to write one letter each week. Many of the words you will need are in the lessons for the second grade or in the lessons for the first grade. Some of the words that you will need may not be in these lessons. Your teacher will show you how to write the words you need. Here are some letters that you can write:

1. Write a letter to your mother. Tell her something interesting that happened at school *today*.
2. Write a letter to your father. Tell him what you like to study best.
3. Write a letter to a pupil who is absent from school. How many things can you think of to say to such a pupil?
4. Write a letter to a friend. Invite your friend to come to see you.

What do you need to write besides letters?

HOW TO LEARN TO SPELL A WORD

How to Study with the Teacher.—The first thing to do in the study of your spelling lesson is to study with your teacher. Your teacher will say the first word. Look at the word in your book as she says it. Pronounce the word, saying each part very carefully. Then your teacher will write the word on the board. Say each letter softly as she writes it.

See how she makes the letter. See how she joins the letter to the one before it. When she has written the word, say it softly. Then say the letters in it.

How to Study by Yourself.—You are now old enough to study your spelling lesson without very much help from the teacher. You will be given a test on each lesson before you study the lesson. The words which you miss on this test are the words which you should study. This is the way to study.

Step 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Look at the word. Say it. Look at each part as you say it again. Then say the letters.

Step 2.—Close your eyes. Say the word. Then try to remember how it looked in your book as you say the letters.

Step 3.—Open your eyes and look at your book to see if you said the letters right.

Step 4.—Now try to write the word without looking at your book. Then look at your book to see if you spelled it right. If you did not, go through the first three steps again. If you spelled it right, cover the word with your hand so that you cannot copy and write it again. If you spelled it right this time, write it one more time.

Step 5.—If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

You are almost certain to become a good speller if you do all of these steps right and work hard.

Re

Note to teacher: A word in italics

is a sentence.

R-1

R-2

R-3

R-4

cut

her

*him**two*

with

what

name

eat

live

gave

down

saw

took

want

*too**here*

milk

take

more

our

just

well

were

blue

long

*know**for*

sick

back

after

where

went

there

bring

about

house

mother

school

around

father

I-()

II-6

III-

I-()

II-6

III-

I-

II-

III-

()

4

6

book	lot	hen	ten
ago	fat	land	gold
days	Winter days are cold.		days
boys	The boys are working.		boys

Standard number right: Grade I—() Grade II—8 Grade III—9

SECOND WEEK

ring	call	pig	pie
hill	bat	cap	
bell	The bell has rung.		bell
bad	I had a bad fall.		bad
wind	The wind is blowing.		wind

Standard number right: Grade I—() Grade II—7 Grade III—9

THIRD WEEK

comes	trees	doors	sat
ship	corn	doing	love
bee	The bee stung him.		bee
its	The bird is on its nest.		its

Standard number right: Grade I—() Grade II—7 Grade III—9

FOURTH WEEK

looking	rub	app	ask
band	fix	bank	
told	We told her to come.		told
than	She is taller than I.		than
year	Baby is one year old.		year

Standard number right: Grade I—() Grade II—6 Grade III—8

FIFTH WEEK

end	best	feet	cake
wall	fast	room	rag
seen	Have you seen my coat?		seen
bear	I saw a big black bear.		bear

Standard number right: Grade I—() Grade II—6 Grade III—8

SIXTH WEEK

bill	cup	can't	each
times	mud	child	rest
rain	It is going to rain.		rain
far	Let's not go far.		far

Standard number right: Grade I—() Grade II—6 Grade III—8

SEVENTH WEEK

thank poor glad met

dust ever coat fall

find Did you find my ball? find

morning We sing every morning. morning

Standard number right: Grade I—() Grade II—6 Grade III—8

EIGHTH WEEK

grass flag farm fun

hit pen left hot

sun The sun is hot. sun

Miss My teacher is Miss Brown. Miss

Standard number right: Grade I—() Grade II—6 Grade III—8

NINTH WEEK

ice hold feed inside

pay late part same

stop kiss

Standard number right: Grade I—() Grade II—6 Grade III—8

TENTH WEEK

food most stove till

lost papa fish

lay Lay the book down. lay

Mr. Mr. Black is my uncle. Mr.

pin The pin is sharp. pin

Standard number right: Grade I—() Grade II—6 Grade III—8

ELEVENTH WEEK

send six snow sold

yet wish yours soon

miss We shall miss you. miss

wood The floor is made of wood. wood

Standard number right: Grade I—() Grade II—6 Grade III—8

TWELFTH WEEK

foot game happy hay

along apples arm barn

stand window

Standard number right: Grade I—() Grade II—5 Grade III—7

These letters were written by boys and girls before Christmas.

Dear Grandmother:

Merry Christmas.

Mabel

Dear Mary,

A happy Christmas,
from Edith

Dear John,

Come to the Christmas party at our church. We shall have a Christmas tree and a Santa Claus.

Tom

Would you like to write Christmas letters?

THIRTEENTH WEEK

keep ran ride song
 who behind begin why
 ate I ate a big breakfast. ate
 been He has **been** sick. been

Standard number right: Grade I—() Grade II—5 Grade III—7

FOURTEENTH WEEK

rose said seed black
 car deep better while
 street drop

Standard number right: Grade I—() Grade II—5 Grade III—7

FIFTEENTH WEEK

fed shot spell dry
 try fell fly table
 set Set the dish down. set
 sit We can **sit** at the table. sit

Standard number right: Grade I—() Grade II—5 Grade III—7

sleep small under bird

boat head spring

girls The girls are coming. girls

fine I had a fine time. fine

four Father has four cows. four

Standard number right: Grade I—() Grade II—5 Grade III—7

SEVENTEENTH WEEK

wet win yes pass

sell side spot near

somebody open

Standard number right: Grade I—() Grade II—5 Grade III—7

EIGHTEENTH WEEK

forget full gate gets

kind plant rug town

work step

Standard number right: Grade I—() Grade II—5 Grade III—7

NIN.

grow	hands	nard	wide
very	letter	story	sing
shall	What shall I do?		shall
read	Have you read the book?		read

Standard number right: Grade I—() Grade II—5 Grade III—7

TWENTIETH WEEK

lock	men	never	pick
place	schools	stay	upon
Sunday		paper	

Standard number right: Grade I—() Grade II—5 Grade III—7

TWENTY-FIRST WEEK

both	butter	coming	leg
alive	only	which	
done	What have you done?		done
close	Close the door quietly.		close
right	This is my right hand.		right

Standard number right: Grade I—() Grade II—4 Grade III—6

walk sweet store fire
bread pink

ear Eat this ear of corn. ear
fair Play fair. fair
off Baby fell off the bed. off
write Can you write a letter? write

Standard number right: Grade I—() Grade II—4 Grade III—6

TWENTY-THIRD WEEK

dark lady sister still
any felt nothing start
clock those

Standard number right: Grade I—() Grade II—4 Grade III—6

TWENTY-FOURTH WEEK

show round help found
yellow stood river cream
ground train

Standard number right: Grade I—() Grade II—4 Grade III—6

TWENTY

dinner	face	gone	again
brother	hang	once	
their	Their dog is lost.		their
shoe	Put on your shoe.		shoe
hear	I hear the music.		hear

Standard number right: Grade I—() Grade II—4 Grade III—6

TWENTY-SIXTH WEEK

glass	supper	summer	mine
horse	could	drive	also
road	This road is muddy.		road
flower	What a pretty flower!		flower

Standard number right: Grade I—() Grade II—4 Grade III—6

TWENTY-SEVENTH WEEK

light	mamma	oh	nice
alone	class	stick	wash
new	I have a new ball.		new
buy	Buy me a postage stamp.		buy

Standard number right: Grade I—() Grade II—4 Grade III—6

might looked myself yard
 winter dress seven sand
 across something

Standard number right: Grade I—() Grade II—4 Grade III—6

TWENTY-NINTH WEEK

these next second many
 should chair throw
 May My birthday is in May. May
 Mrs. I went to see Mrs. Lee. Mrs.
 high That boy can jump high. high

Standard number right: Grade I—() Grade II—3 Grade III—5

THIRTIETH WEEK

floor always water roof
 doll party pretty warm
 eye Close one eye. eye
 shoes See my new shoes. shoes

Standard number right: Grade I—() Grade II—3 Grade III—5

THIRTY-FIRST WEEK

first says add pull

basket block before

need I need a pencil. need

hair Baby has curly hair. hair

would Would you like to ride? would

Standard number right: Grade I—() Grade II—3 Grade III—5

THIRTY-SECOND WEEK

move other please garden

every does another because

white yesterday

Standard number right: Grade I—() Grade II—3 Grade III—5



DIRECTIONS FOR TEACHERS

Lessons 1 to 32 contain a minimum list of 478 new words. The five supplementary lessons contain 75 words which are not so important as are the words in the regular lessons. These supplementary lessons are meant for those schools which, because of the long school term or for other reasons, finish the minimum list before the end of the school term or year. The lessons marked R-1, R-2, R-3, and R-4 are made up of the 60 words taught in preceding grades which are most likely to give difficulty to third-grade children. They are repeated here for additional review. The words in the lessons for grade three are those which, according to investigations of children's themes and investigations of children's spoken vocabularies, third-grade children are most likely to need to write.

The lessons should be taught according to the General Directions for Teachers, pages vii to xxiii.

HELPS FOR THIRD-GRADE PUPILS

Why Third-Grade Pupils Should Learn to Spell.—Third-grade pupils are old enough not only to write letters, but also to write compositions. You need to know how to spell in order to write either letters or compositions. The lessons for the third grade contain the words that you will most often need to write this year. You should learn all of these words because you will need them as long as you live. It will help you to learn to spell if you write letters. Try to write one letter each week. You should be able to write longer letters than you did in the second grade. Many of the words you will need are in the lessons for the third grade or in the lessons for the first and second grades. Some of the words that you will need may not be in the lessons. Your teacher will show you how to spell these words.

What letters do you think you can write? Can you write a letter to your father and mother? What would you tell them? Can you write a letter to your grandmother? What would she like to know? Can you write a letter to a pupil who is sick at home? What would he like to know? Can you invite a friend to come to see you? What should you write in your invitation?

HOW TO SPELL A WORD

How to Study with a Teacher.—You begin the study of each lesson by working with the teacher. Your teacher will say each word. Look at the word in your book as she says it. Pronounce the word, saying each part very carefully. If there is any word the meaning of which you do not know, ask your teacher to use it in a sentence.

How to Study by Yourself.—You are now old enough to study your spelling lesson without very much help from the teacher. You will be given a test on each lesson before you study the lesson. The words which you miss on this test are the words which you should study. A great many men have spent much time and money to find out the best method for most pupils to use in learning to spell. The method which is given below is the best that has been found so far.

Step 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Look at the word. Say it. Look at each part as you say it again. Then say the letters.

Step 2.—Close your eyes. Say the word. Then try to remember how it looked in your book as you say the letters.

Step 3.—Open your eyes and look at your book to see if you said the letters right.

Step 4.—Now try to write the word without looking at your book. Then look at your book to see if you spelled it right. If you did not, go through the first three steps again. If you spelled it right, cover the word with your hand so that you cannot copy and write it again. If you spelled it right this time, write it one more time.

Step 5.—If all three trials are right you may say that you have learned the word for the day. If you make a single mistake begin with step one and go through each step again.

You are almost certain to become a good speller if you do all of these steps right and work hard.

Words

Note to teacher: A word is illustrated in a sentence.

R—1

R—2

R—3

R—4

buy

wet

fix

Mrs.

next

move

met

fed

does

pass

both

car

alive

miss

says

shoe

than

warm

only

wash

clock

hang

also

pull

horse

shall

need

shoes

right

class

roof

floor

party

might

high

again

bread

while

chair

throw

would

small

alone

block

these

always

begin

before

should

please

mamma

second

coming

basket

another

pretty

garden

across

yesterday

because

II—6

II—5

II—5

II—4

III—10

III—9

III—9

III—8

IV—12

IV—12

IV—12

IV—11

FIRST WEEK

age	bag	dig	pipe
lap	hunt	fit	care
God	plow	gray	east
bunch	peach	anything	

Standard number right: II—8 III—11 IV—13

SECOND WEEK

cook	gun	fill	card
poem	even	clear	April
plate	become	cover	large
cannot	eyes	windows	

Standard number right: II—8 III—11 IV—13

THIRD WEEK

post	given	fool	hog
cool	dance	became	page
grade	belong	pulled	army
cent	What can you buy for a cent?		cent
son	George is the oldest son.		son
sail	My boat will sail.		sail

Standard number right: II—8 III—11 IV—13

free	city	knee	cost
king	blow	tender	date
park	race	asked	lamp
bow	Can you tie a bow?		bow
hour	An hour is sixty minutes.		hour
real	We have a real wagon.		real

Standard number right: II—8 III—11 IV—13

FIFTH WEEK

Word Building

You can spell each of the words in this lesson by adding -s to some word you have already studied. For example, car—cars.

cars	tells	sets	runs
banks	towns	lots	wants
woods	papers	coats	<u>hills</u>
roads	trains	things	

Standard number right: II—7 III—10 IV—13

SIXTH WEEK

oil	war	children	kid
rock	pan	danger	rich
asleep	picked	rubber	hug
sent	His mother sent for the doctor.		sent
die	Many plants die in the fall.		die
leave	The train will leave soon.		leave

Standard number right: II—8 III—11 IV—13

ill	lake	nine	west
meal	tall	shut	forgot
bath	ahead	wagon	bright
having	finish	darling	

Standard number right: II—6 III—10 IV—13

EIGHTH WEEK

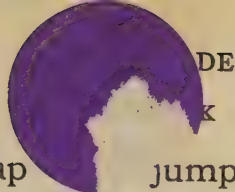
ink	tea	later	noon
slip	kill	Friday	mark
worked	happen	sometime	dead
beat	She beat the eggs for mother.		beat
air	There is air in this tire.		air
mind	Does your dog mind you?		mind

Standard number right: II—6 III—10 IV—13

NINTH WEEK

nut	mad	life	shake
desk	neck	older	diamond
blood	test	afternoon	teach
silver	wheat	grounds	

Standard number right: II—6 III—10 IV—13



own	nap	jump	roll
coal	mean	candy	sugar
money	sound	pencil	reach
clean	fellow	thought	

Standard number right: II—6 III—9 IV—12

ELEVENTH WEEK

shop	seat	making	teeth
stone	mill	f. rmer	smoke
cross	such	Wednesday	grand
sew	Can boys sew as well as girls?		sew
flour	Most flour is made from wheat.		flour
fur	Cats have soft fur.		fur

Standard number right: II—6 III—10 IV—13

TWELFTH WEEK

bit	flat	save	talk
cry	south	fruit	swim
slow	wanted	teacher	nest
hall	Is there a hall in your house?		hall
great	Washington was a great soldier.		great
sea	The ship sailed across the sea.		sea

I WEEK

duck	lived	bet	soft
sight	outside	month	north
stuck	welcome	corner	saving
week	He was sick last week.		week
led	He led the horse to water.		led
meat	Is meat good food?		meat

Standard number right: II—6 III—10 IV—13

FOURTEENTH WEEK

burn	pack	ready	egg
half	count	Monday	sheet
often	stamp	beside	longer
dishes	washed	without	

Standard number right: II—6 III—10 IV—13

FIFTEENTH WEEK

Word Building

You can spell each of these words by adding -s to a word you have already learned.

walls	cards	talks	costs
books	birds	lights	covers
chairs	blocks	kinds	stamps
eggs		sisters	

finds A pupil sometimes finds money. finds

Standard number right: II—6 III—9 IV—12

tip	true	tonight	mouth
none	above	yourself	nor
use	watch	nearly	oven
lie	Do you lie awake at night?		lie
wear	When should you wear rubbers?		wear
nose	The man's nose is red.		nose

Standard number right: II—6 III—9 IV—12

SEVENTEENTH WEEK

Word Building

You can spell each of these words by adding -s to a word you have already learned.

farmers	calls	shows	flowers
arms	rooms	brothers	heads
looks	brings	letters	reads
ours	Some states are colder than ours .		ours
rings	The bell rings at nine o'clock.		rings
cents	A dime is ten cents .		cents

Standard number right: II—6 III—9 IV—12

EIGHTEENTH WEEK

row	wild	draw	case
soap	body	stores	pound
cloth	word	matter	taken
loved	porch	everything	

Standard number right: II—6 III—9 IV—12

mix	drink		string
pole	brick	held	sorry
fight	finger	church	taking
hole	The rabbit ran into his hole.		hole
clothes	Keep your clothes clean.		clothes
meet	Where will you meet me?		meet

Standard number right: II—6 III—9 IV—12

TWENTIETH WEEK

tie	rip	played	color
iron	cared	places	hate
badly	orange	twenty	early
shade	swimming	sometimes	

Standard number right: II—5 III—8 IV—11

TWENTY-FIRST WEEK

sir	called	pleased	pray
tire	opened	Tuesday	boxes
drove	horses	grandmother	closed
line	Can you draw a straight line?		line
eight	John is eight years old.		eight
weak	His sickness made him weak.		weak

Standard number right: II—5 III—8 IV—11

The words in this lesson are called "contractions." For example: "I'm" is a contraction of "I am." The apostrophe takes the place of the part of the word which is left out. Contractions help to make a letter sound more friendly and should be used only in letters to friends and members of your family. Remember that "don't" means "do not."

I'm	isn't	doesn't	didn't
I've	hadn't	couldn't	haven't
I'll	I'll be back soon.		I'll
it's	See if it's raining.		it's
let's	If it rains let's stay here.		let's
here's	If you need a pen, here's mine.		here's
don't	I don't think so, and he doesn't.		don't

Standard number right: II—2 III—5 IV—8

TWENTY-THIRD WEEK

tiny	moon	country	easy
paint	stars	wheel	thick
carry	silent	getting	belt
kisses		himself	
higher	The airplane flew higher.		higher

Standard number right: II—5 III—8 IV—11

THIRTY-FOURTH WEEK

strong	third	hope
slide	dollar	chain
evening	number	whenever
heard	I heard the train whistle.	
pair	This is a good pair of shoes.	
sore	My leg is sore where I hit it.	

Standard number right: II—5 III—8 IV—11

TWENTY-FIFTH WEEK

makes	houses	loves	gives
lives	names	pages	colors
dollars	games	takes	dances
knew	I knew I could do it!		knew
lines	Write carefully in straight lines.		lines
nights	The nights are warm in summer.		nights

Standard number right: II—6 III—9 IV—12

TWENTY-SIXTH WEEK

lace	steam	file	copy
match	named	potatoes	board
afraid	change	hundred	liked
guess	engine	basketball	

Standard number right: II—4 III—7 IV—10

TWENTY-SEVEN WEEK

wool ones used chicken
 track pocket funny grandma
 brown picture birthday drawing
 sum Four is the sum of two and two. sum
 aunt My aunt is visiting us. aunt
 needed The poor boy needed shoes. needed

Standard number right: II—5 III—8 IV—11

TWENTY-EIGHTH WEEK

pure hurt learn killed
 fence broke twelve maybe
 cotton living between anyway
 running painted chickens

Standard number right: II—4 III—7 IV—10

TWENTY-NINTH WEEK

less sure feel moved
 lunch began quick catch
 doctor knife bottle almost
 people coffee saved

Standard number right: II—4 III—7 IV—10

seeing	asking	eating	walking
cooking	singing	helping	finding
playing	growing	knowing	reading
hearing	washing	calling	

Standard number right: II—7 III—10 IV—13

THIRTY-FIRST WEEK

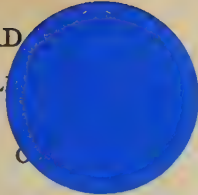
daddy	act	Thursday	wire
highest	classes	pictures	barrel
Saturday	bottom	helped	answer
wait	Will you wait for me?		wait
died	The dog died of old age.		died
mail	Please mail this letter.		mail

Standard number right: II—3 III—6 IV—10

THIRTY-SECOND WEEK

beg	dirty	goes	button
riding	front	bigger	brought
already	everybody	cutting	dresses
choose	Let's choose sides.		choose
break	Do not break a window.		break
build	Shall we build a house?		build

Standard number right: II—3 III—6 IV—10



bud	bags	rope	bake
sang	pine	farms	tent
push	roses	spelling	sheep
rode	He rode a black horse.		rode
bears	Goldilocks saw three bears.		bears
tail	The squirrel has a bushy tail.		tail

Standard number right: II—8 III—11 IV—13

Two

wake	ears	bite	sink
bone	kick	planted	swing
gather	pulling	pillow	tooth
fishing		readers	
threw	He threw the ball to first base.		threw

Standard number right: II—6 III—9 IV—12

Three

key	calf	pile	nail
cape	neat	frost	boats
songs	shoot	trick	blind
flying		crossing	
stairs	My room is up the stairs.		stairs

Standard number right: II—5 III—8 IV—11

salt	loud	crew	shell
penny	straw	closet	boards
biggest	barrels	farming	knocked
shoulder	throwing	midnight	

Standard number right: II—2 III—5 IV—8

Five

puts	dogs	lean	star
cans	scare	homes	knock
rolled	tables	sailed	burned
sailing	sleeping	horseback	

Standard number right: II—5 III—8 IV—11

FOURTH GRADE DIRECTOR'S HELPERS

The new lessons of the fourth grade contain 620 new words and one special review. The supplementary lessons contain 102 additional new words and are meant for schools which, because of a long term or of other reasons, finish the minimum list of words before the end of the year. The lesson marked Supplementary I contains words occasionally written by children but not found among the 5000 words most often written by adults. The lessons marked R-1, R-2, R-3, R-4 are made up of the 80 words taught in the preceding grades which are most commonly misspelled by fourth-grade children. These words are repeated here for additional review.

The lessons should be taught according to the General Directions for Teachers, pages vii to xxiii.

HELPS FOR FOURTH-GRADE PUPILS

Why You Should be a Good Speller.—Fourth-grade pupils are expected to write a great many more letters, as well as a great many more compositions, than do the pupils of grade three. The lessons for fourth grade contain the words which fourth-grade children are most likely to need to write. Each of these words is also one which you will need to write all your life. If you will do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly. Take even more pride in spelling every word right in all of the writing that you do.

HOW TO LEARN TO SPELL

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words which you should study.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way

to learn to spell. The lessons which follow are based on what these men have done.

Step 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

Step 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

Step 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

Step 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

Step 5.—Now write the word again. See if it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxiv and ending page xxvii, you will find other valuable suggestions for improving your spelling.

Note to teacher: A word in italics is used in a sentence.

R—1	R—2	R—3	R—4
nor	cape	I've	<i>it's</i>
lie	loud	sew	<i>let's</i>
<i>wait</i>	<i>knew</i>	goes	dirty
<i>mind</i>	badly	salt	straw
copy	color	feel	maybe
coats	sheet	nail	daddy
learn	penny	isn't	<i>break</i>
named	third	liked	hadn't
corner	costs	blind	didn't
helped	began	colors	closet
orange	chain	barrel	opened
bottom	boards	<i>choose</i>	hasn't
chairs	<i>higher</i>	played	chairs
already	haven't	bigger	button
shoulder	dresses	finish	<i>needed</i>
chickens	afraid	engine	doesn't
Saturday	highest	cutting	biggest
crossing	knowing	knocked	couldn't
pictures	dollars	potatoes	running
basketball	throwing	Wednesday	barrels

III—9

III—8

III—7

III—5

IV—13

IV—12

IV—11

IV—9

V—16

V—15

V—14

V—13

WEEK

joy	la	trip	rent
camp	return	crop	music
master	wedding	follow	earth
eighty	September	program	bother
ways	There are two ways to go there.		ways
sale	We have eggs for sale .		sale
whole	We ate a whole chicken.		whole
hours	The trip took three hours .		hours

Standard number right: III—12 IV—16 V—18

SECOND WEEK

born	self	sort	gain
state	July	print	enter
proud	field	forest	spent
trade	smart	cattle	travel
laugh	football	clothing	anyone

Standard number right: III—12 IV—16 V—18

THIRD WEEK

wave	June	able	law
prove	treat	fact	gift
death	awake	someone	market
covering	wishes	thankful	report
powder	forgive	changed	square

Standard number right: III—12 IV—16 V—18

job	cash	heat	luck
safe	March	gown	thin
form	blame	everyone	truck
storm	walked	purple	since
worth	farther	railroad	price

Standard number right: III—12 IV—16 V—18

FIFTH WEEK

Word Building

You can spell each of these words by adding **-s** to a word you have already learned to spell.

forms	sends	ships	holds
poems	railroads	yards	words
weeks	years	means	pounds
laws	thanks	teachers	plants
lessons	numbers	fellows	sheets

Standard number right: III—11 IV—15 V—17

SIXTH WEEK

inch	bloom	raw	fear
deed	swell	grades	skin
ages	battle	grave	island
dandy	heavy	twice	larger
low	We went under a low bridge.		low
seem	This story may seem queer.		seem
wrote	Grandmother wrote me a letter.		wrote
weather	The weather is fair today.		weather

Standard number right: III—12 IV—16 V—18

silk	load	smaller	paid
among	fought	October	smile
gallon	enough	sunshine	brave
tired	ticket	proved	salad
placing	kitchen	understood	lumber

Standard number right: III—11 IV—15 V—17

EIGHTH WEEK

map	fail	brass	cloudy
tank	others	giving	sleepy
handle	lovely	sides	August
filed	member	thousand	office
wonder	I wonder what that is.		wonder
plain	His writing is very plain .		plain
suit	He has a new suit of clothes.		suit
raise	We raise the flag at sunrise.		raise

Standard number right: III—11 IV—15 V—17

NINTH WEEK

sad	oats	mile	grew
wife	broad	spend	sudden
bound	young	family	railway
hardly	plates	newspaper	friend
lead	It's as heavy as lead .		lead
forth	He swings back and forth .		forth
heart	The heart pumps the blood.		heart
quite	Our house is quite near.		quite

Standard number right: III—11 IV—15 V—17

K

ing

You can spell each of these words by adding **-s** to a word you have already learned.

feels	suits	answers	plays
keeps	works	steps	follows
loads	officers	facts	stands
begins	thinks	friends	happens
needs	My shoe needs a lace.		needs
knows	Mother knows some good songs.		knows
meets	My sister meets me after school.		meets
minds	My dog minds me very well.		minds

Standard number right: III—11 IV—15 V—17

ELEVENTH WEEK

tear	reply	November	until
stage	world	branch	sport
harder	marked	plenty	spoke
taught	nobody	Thanksgiving	nurse
	besides		understand
size	What size of shoe do you wear?		size
hire	Let us hire him to help us.		hire

Standard number right: III—11 IV—15 V—17

TWELFTH WEEK

sake	order	few	lawn
trunk	check	turn	speed
noise	broken	bless	officer
silly	person	fresh	nicely
vacation	strike	wonderful	invite

Standard number right: III—11 IV—15 V—17

FOURTH GRADE

THIRTEENTH WEEK

point	plus	miles	likes
surely	offer	brush	dream
somewhere	dates	folks	amount
newspapers	cause	leather	repeat
tears	A sharp nail tears clothes.		tears
soul	Not a soul was awake.		soul
greater	There never lived a greater man.		greater
owe	We should pay what we owe.		owe

Standard number right: III—11 IV—15 V—17

FOURTEENTH WEEK

club	kids	quit	ugly
leaves	figure	study	piano
steady	members	awhile	chance
wrong	deliver	December	seemed
returns	quickly	mountain	tongue

Standard number right: III—10 IV—14 V—16

FIFTEENTH WEEK

short	vote	uncle	owned
mostly	rough	mixed	hated
rising	enjoy	county	parlor
largest	thirty	quarrel	explain
present	company	branches	dressed

Standard number right: III—10 IV—14 V—16

SIXTEENTH WEEK

Word Building

treated	filled	handed	mailed
failed	showed	printed	learned
turned	cleaned	happened	colored
burned	started	delivered	covered
passed	The postman passed at noon.		passed
stayed	We stayed nearly all day.		stayed
rained	It rained hard last night.		rained
guessed	He guessed the answer.		guessed

Standard number right: III—10 IV—14 V—16

SEVENTEENTH WEEK

cast	dare	tools	rule
January	health	agent	during
picnic	dozen	lucky	thread
wished	excuse	stockings	reached
driving	hopes	lonely	placed

Standard number right: III—10 IV—14 V—16

EIGHTEENTH WEEK

earn	jar	lies	hose
clubs	hoped	kindness	truth
women	center	spending	talked
movies	pattern	anywhere	dropped
chose	helpful	together	herself

Standard number right: III—10 IV—14 V—16



o'clock	moving	cases	cough
invited	eleven	rather	screen
sitting	laughed	freeze	bridge
breakfast	all right	chances	handled
presents	We had many Christmas presents.		presents
lose	Did you lose anything?		lose
peace	He lived in peace and quiet.		peace
raining	Is it raining hard?		raining

Standard number right: III—9 IV—13 V—15

TWENTIETH WEEK

Word Building

You can spell each of these words by adding **-ing** to a word you have already learned.

being	trying	falling	filling
sending	staying	meaning	leading
waiting	wearing	working	telling
bringing	cleaning	learning	breaking
standing	following	thinking	painting

Standard number right: III—11 IV—15 V—17

TWENTY-FIRST WEEK

news	odd	rise	toy
phone	edge	hotel	crowd
itself	cheap	voice	chosen
sooner	absent	daughter	closing
question	frozen	February	reaches

Standard number right: III—9 IV—13 V—15

kept	auto	gas	pump
ocean	frame	honey	share
ought	spread	hurry	prize
useful	waited	caught	cousin
waste	Do not waste paper.		waste
ladies	Two ladies came to call.		ladies
sales	The stores often have sales.		sales
weigh	How much do you weigh?		weigh

Standard number right: III—9 IV—13 V—15

TWENTY-THIRD WEEK

fond	replied	level	tight
slipped	fixed	gotten	honest
instead	supply	changes	stream
wouldn't	writing	measure	setting
wherever	anybody	lonesome	finished

Standard number right: III—8 IV—12 V—14

TWENTY-FOURTH WEEK

wore	chapter	scared	stuff
built	pleasant	loving	busy
explains	hungry	middle	figures
suppose	listen	foolish	trouble
holiday	greatest	station	answered

Standard number right: III—8 IV—12 V—14

GRADE

WEEK

You can spell each of these words by adding **-ing** to a word you have already learned to spell.

saying	acting	buying	keeping
mailing	feeling	holding	talking
turning	opening	selling	hunting
building	wanting	fighting	wishing
starting	teaching	answering	
sewing	Mother was sewing a sheet.		sewing

Standard number right: III—11 IV—15 V—17

TWENTY-SIXTH WEEK

lying	sign	tried	fairly
woman	climb	becomes	useless
tennis	though	narrow	nineteen
written	airplane	believe	reported
greatly	explained	quarter	language

Standard number right: III—7 IV—11 V—13

TWENTY-SEVENTH WEEK

begun	niece	aim	fever
visit	awful	hasn't	animal
collar	circle	careful	captain
circus	minute	beautiful	either
raised	He raised the flag.		raised
base	Throw the ball to first base .		base
loose	The front wheel is loose .		loose
won	Who won the race?		won

Standard number right: III—6 IV—10 V—12

TW WEEK

bond	else	different	claim
divide	whose	electric	column
sweater	speech	beginning	putting
baseball	soldier	arithmetic	crowded
fare	The fare by train is two dollars.		fare
quiet	The room is very quiet .		quiet
cellar	The wood is in the cellar .		cellar
through	We walked through the woods.		through

Standard number right: III—5 IV—9 V—11

TWENTY-NINTH WEEK

debt	chief	skirt	metal
destroy	ribbon	prayer	fault
carried	curtain	against	studying
surprise	feelings	entered	dangerous
minutes	questions	everywhere	tomorrow

Standard number right: III—5 IV—9 V—11

THIRTIETH WEEK

Special Review

Sunday	Friday	April	September
Monday	Saturday	May	October
Tuesday	January	June	November
Wednesday	February	July	December
Thursday	March	August	Christmas

THIRTY-SECOND WEEK

clerk	acted	forty	fountain
turkey	empty	term	eighteen
borrow	couple	severe	carriage
stories	problem	divided	important
children's	This is the children's own room.		children's
piece	Will you have a piece of cake?		piece
writes	Grandmother often writes to us.		writes
straight	Draw a straight line.		straight

Standard number right: III—5 IV—9 V—11

THIRTY-SECOND WEEK

cute	drawn	handkerchief	laid
truly	coach	remember	depot
Easter	length	explaining	earlier
dancing	promise	geography	smooth
claims	ninety	automobile	soldiers

Standard number right: III—5 IV—9 V—11

he's	I'd	she's	we'll
we're	that's	paste	won't
sky	where's	what's	dolly
cows	rabbit	pumpkin	robin
shadow	squirrel	scissors	
they're	She says that they're here now.		they're
you're	You're all right now.		you're
there's	Oh, there's my hat!		there's

Standard number right: III—6 IV—10 V—12

Two

ends	legs	net	path
queen	apron	shirt	brain
fields	offers	borrowed	tests
snowed	dreams	streets	slowly
pleases	fingers	bedroom	shining

Standard number right: III—10 IV—14 V—16

Three

jelly	drug	sack	tore
falls	helps	mills	parts
cabin	skating	ankle	sleeves
village	hanging	frightened	forenoon
blowing	glasses	grandfather	jumped

Standard number right: III—9 IV—13 V—15

canoe	swear	zero
tough	nickel	sixteen
rested	tickled	fierce
aren't	watched	valentine
bare	The stones hurt his bare feet.	bare
toe	He stubbed his toe and fell.	toe
tied	The horse is tied to the fence.	tied
thrown	The ball was thrown hard.	thrown

Standard number right: III—7 IV—11 V—13

Five

jaw	knit	pays	pool
flies	scout	stays	split
scrap	quilt	grows	crying
clouds	bitter	handles	winning
strikes	animals		

prints	Our school prints its own paper.	prints
needing	The boy is needing help.	needing

Standard number right: III—9 IV—13 V—15

DIRECTIONS TO TEACHERS

The new lessons of the fifth grade contain 638 new words and one special review. The supplementary lessons contain 80 additional new words and are meant for schools which, because of a long term or of other reasons, finish the minimum list of words before the end of the year. The lesson marked Supplementary I contains words occasionally written by children but not found among the 5000 words most often written by adults. The lessons marked R-1, R-2, R-3, R-4 are made up of the 80 words taught in the preceding grades which are most commonly misspelled by fifth-grade children. These words are repeated here for additional review.

The lessons should be taught according to the General Directions for Teachers, pages vii to xxiii.

HELPS FOR FIFTH-GRADE PUPILS

Why You Should Be a Good Speller.—Fifth-grade pupils are expected to write a great many more letters, as well as a great many more compositions, than do the pupils of grade four. The lessons for fifth grade contain the words which fifth-grade children are most likely to need to write. Each of these words is also one which you will need to write all your life. If you will do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly. Take even more pride in spelling every word right in all of the writing that you do.

HOW TO LEARN TO SPELL

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words which you should study.

How to Learn to Spell.—A great many men have spent much time and money finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

Step 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

Step 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

Step 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

Step 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

Step 5.—Now write the word again. See if it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxiv and ending page xxvii, you will find other valuable suggestions for improving your spelling.

Note to teacher: A word in *italics* is used in a sentence.

R—1	R—2	R—3	R—4
aim	<i>lose</i>	hose	ugly
<i>fare</i>	debt	<i>soul</i>	fond
cute	laid	<i>hire</i>	salad
awful	<i>quiet</i>	lawn	metal
tight	depot	niece	drawn
<i>loose</i>	chief	lying	tennis
<i>piece</i>	honey	whose	Easter
poems	<i>fields</i>	brave	claims
chosen	borrow	claim	hungry
<i>cellar</i>	column	<i>weeks</i>	<i>screen</i>
either	prayer	speech	severe
circle	against	movies	ninety
gotten	becomes	stream	slipped
smooth	carriage	dropped	earlier
pattern	all right	crowded	<i>guessed</i>
minutes	different	wearing	quarrel
entered	following	destroy	baseball
pleasant	beautiful	studying	airplane
electric	arithmetic	surprise	wherever
fountain	automobile	beginning	children's

IV—9

IV—9

IV—7

IV—5

V—12

V—12

V—10

V—8

VI—14

VI—14

VI—12

VI—10

aside	list	thus	rate
settle	habit	shown	latter
locate	action	conduct	contain
remove	booklet	pleasure	mistake
interest	example	foundation	account

Standard number right: IV—12 V—16 VI—18

SECOND WEEK

bay	ton	allow	rush
note	equal	charge	blank
daily	shock	damage	express
shower	prevent	sickness	message

industry

advance

course	You must help, of course .	course
profit	His profit was four dollars.	profit

Standard number right: IV—12 V—16 VI—18

THIRD WEEK

cheer	fifty	space	pupil
slept	handy	article	rates
earnest	central	forward	silence
missing	postage	sentence	fortune
examination	seventy	attention	
allowed	They allowed us to come.		allowed

Standard number right: IV—12 V—16 VI—18

soil	mild	cases	team
press	force	expect	pity
moment	degree	climate	content
collect	envelope	strange	package
delivery	forgotten	product	nation

Standard number right: IV—12 V—16 VI—18

FIFTH WEEK

Word Building

You can spell each of these words by adding -s to a word you have already learned.

turns	clerks	terms	months
agents	visits	leads	persons
bills	moments	patterns	nations
pupils	habits	buildings	thoughts
lands	mountains	tickets	products
problems	thousands	examinations	

Standard number right: IV—12 V—17 VI—20

SIXTH WEEK

risk	deal	navy	unable
favor	offices	grain	machine
sizes	inches	proper	delight
scarce	rotten	fifteen	rules
birth	Kittens are blind at birth.		birth
due	The train is due now.		due
marry	Whom did she marry?		marry
main	He lives on the main road.		main

Standard number right: IV—12 V—16 VI—18

FIFTH GRADE

SEVENTH WEEK

he	join	rank	speak
lower	touch	simple	accept
value	admire	gentle	require
quietly	advise	enclose	payment
basement	whatever	northern	address

Standard number right: IV—11 V—15 VI—17

EIGHTH WEEK

keen	duty	court	heaps
admit	view	title	eighth
attend	command	simply	nature
paying	merchant	articles	effort
furnish	subject	compliment	engineer

Standard number right: IV—11 V—15 VI—17

NINTH WEEK

loss	trace	plan	harm
shore	stock	advice	arrive
await	letting	further	stomach
easier	although	planting	prepare
pain	The pain is terrible.		pain
vain	He called in vain .		vain
beach	The beach is sandy.		beach
capital	Write a capital "A."		capital

Standard number right: IV—11 V—15 VI—17

You can spell each of the words by adding **-s** to a word you have already learned.

expects	contents	lists	trips
speaks	favors	orders	views
plans	sounds	quarters	points
courts	checks	efforts	merchants
reports	commands	subjects	amounts
contains	compliments	interests	engineers

Standard number right: IV—12 V—17 VI—20

ELEVENTH WEEK

wine	apart	fancy	beauty
pride	angry	golden	indeed
attack	lowest	improve	several
husband	receive	disappoint	deserve
maid	She's a pretty little maid .		maid
seems	He seems better.		seems
ceiling	There's a cobweb on the ceiling .		ceiling
dying	Our sick cat is dying .		dying

Standard number right: IV—11 V—15 VI—17

TWELFTH WEEK

joke	below	dine	man's
alike	cruel	agree	drill
range	single	hello	amuse
intend	illness	mighty	failure
addition	remain	handsome	gasoline

Standard number right: IV—11 V—15 VI—17

sash	cities	solid	Bible
ranch	freedom	courage	admitted
nearer	request	delightful	election
machines	within	avenue	quotation
gentlemen	American	interesting	conversation

Standard number right: IV—10 V—14 VI—16

FOURTEENTH WEEK

faith	spare	madam	fully
preach	breath	decide	addresses
custom	refuse	prices	married
respect	English	notice	cashier
causes	factory	shipped	president

Standard number right: IV—10 V—14 VI—16

FIFTEENTH WEEK

Word Building

Do you know how to add **-ing** to words to make new words? Notice the words in the first two columns of this lesson. Each of these words is made by adding **-ing** to a word without changing it in any other way. For example, **meet ing, meeting**. But now notice the words in the last two columns. For example, **use ing, using, hope ing, hoping**. In **use** and **hope** the final **e** is silent. In such words the final **e** is dropped before adding **-ing**.

meeting	passing	using	dining
showing	willing	hoping	losing
packing	enjoying	lining	amusing
speaking	training	exciting	leaving
carrying	visiting	becoming	changing
reporting	wondering	handling	believing

Standard number right: IV—14 V—17 VI—20

huge	eager	just	advises
arrives	choice	reason	cottage
parties	neither	heaven	manner
mistakes	least	distance	preface
scarcely	returned	factories	describe

Standard number right: IV—10 V—14 VI—16

SEVENTEENTH WEEK

idea	lord	power	sample
history	concert	library	correct
nearest	however	section	forever
suffer	states	movement	disappeared
complain	eighteenth	difference	manufacture

Standard number right: IV—10 V—14 VI—16

EIGHTEENTH WEEK

bid	worry	lazy	judge
excited	nerve	scale	good-bye
laughing	perhaps	whether	preacher
suffering	contrary	impossible	continue

remainder

post office

fourth	He lives in the fourth house.	fourth
grown	Our dog has grown fast.	grown

Standard number right: IV—10 V—14 VI—16

score	shape	planned	buried
common	mention	younger	parents
dentist	studied	meetings	favorite
fourteen	furniture	telegraph	altogether
steel	It is a steel bridge.		steel
missed	He missed the train.		missed
idle	He is idle .		idle
day's	She did a good day's work.		day's

Standard number right: IV—9 V—13 VI—15

TWENTIETH WEEK

Word Building

You can spell each of these words by adding **-ed** to a word you have already learned. Notice that in the last six words **-ed** is pronounced like **-t**.

visited	enjoyed	followed	checked
wondered	listed	signed	packed
intended	wounded	joined	rushed
delighted	expected	remained	touched
interested	disappointed	furnished	stamped

Standard number right: IV—11 V—14 VI—16

TWENTY-FIRST WEEK

seal	style	stiff	upper
extra	guard	goods	notion
filing	group	clipping	earliest
customer	business	calendar	printing
satisfy	themselves	remembered	temperature

Standard number right: IV—9 V—13 VI—15

TWEENTH WEEK

ruin	serve	apply	guilty
usual	landed	owner	charges
safety	disease	valley	easily
famous	studies	carries	certain
natural	journey	telephone	gentleman

Standard number right: IV—9 V—13 VI—15

TWENTY-THIRD WEEK

aid	evil	worn	fifth
whom	wise	pieces	false
scheme	spite	fashion	theater
eastern	liberty	telegram	speeches
governor	national	encourage	composition

Standard number right: IV—9 V—13 VI—15

TWENTY-FOURTH WEEK

enemy	worse	happier	copies
violin	throat	perfect	victory
wasn't	primary	entire	comfort
accident	succeed	fortunate	courses
holy	The Bible is a holy book.		holy
past	It is past dinner time.		past
except	We all went except the cat.		except
company's	He is the company's president.		company's

Standard number right: IV—9 V—13 VI—15

Notice that the first seven of these words do an odd thing before adding **-ed**. When a word ends in silent **e** we say that we drop the final **e** and add **-ed**, as, **caus~~e~~ed** **caused**. In such words the silent **e** is also dropped before any suffix beginning with a vowel, as **fin~~e~~er** **finer**.

caused	injured	forced	ordered
removed	settled	noticed	dreamed
arrived	improved	noted	offered
believed	supposed	promised	suffered
received	continued	decided	destroyed
agreed	surprised	contained	discovered

Standard number right: IV—12 V—15 VI—18

TWENTY-SIXTH WEEK

rid	text	known	final
growth	acres	queer	verses
jolly	height	writer	source
gloomy	trimmed	received	education
seventeen	celebrate	typewriter	collection

Standard number right: IV—8 V—12 VI—15

TWENTY-SEVENTH WEEK

bus	seek	proof	furnace
deny	banquet	motor	holes
reward	foreign	visitor	funeral
freight	stopped	dividend	magazine
timber	good-night	businesses	entertain

Standard number right: IV—8 V—12 VI—15

TWENTY-EIGHTH WEEK

coast	doubt	garage
appear	desert	enemies
laundry	unless	promises
envelopes	separate	ourselves
hospital	invitation	artificial
		kindergarten

Standard number right: IV—8 V—12 VI—15

TWENTY-NINTH WEEK

bureau	French	servant	double
examine	object	division	platform
exercises	continues	material	neighbor
faithful	magazines	ashamed	machinery
mother's	Her mother's hair is black.		mother's
sense	She has good sense.		sense
effect	The effect was good.		effect
weight	What is your weight?		weight

Standard number right: IV—7 V—11 VI—14

THIRTIETH WEEK

Word Building

You can spell each of these words by adding **-ly** to a word you have already learned.

barely	kindly	lately	partly
lively	safely	really	awfully
clearly	closely	equally	shortly
rapidly	suddenly	honestly	entirely
friendly	certainly	carefully	beautifully

Standard number right: IV—8 V—12 VI—15

taste	review	important	guide
satisfied	toward	author	prompt
watching	medicine	escaped	headache
innocent	packages	excellent	troubles
notes	explanation	entertainment	

Has your school a **principal**?

principal

principal

Milk is Baby's **principal** food.

Standard number right: IV—7 V—11 VI—14

THIRTY-SECOND WEEK

How to Write Numbers

one	seven	thirteen	fifty
two	eight	fifteen	sixty
three	nine	twenty	seventy
four	ten	twenty-one	eighty
five	eleven	thirty	ninety
six	twelve	forty	one hundred

Spell out numbers which come at the beginnings of sentences.
 “**Two thousand** people lived in 578 houses.”

Spell out in letters and compositions all numbers of less than three digits, but do not spell out dates or page numbers. “We see on page **12** that in **1789** there were only **thirteen** states.”

Standard number right: IV—18 V—21 VI—22

SUPPLEMENTARY

One

fuel	mass	smiling	liking
torn	ended	preserve	chorus
cares	organ	countries	nerves
hike	crown	horrible	boiler
grief	seats	evenings	velvet

Standard number right: IV—13 V—16 VI—18

How to Write the Possessive Form of a Word

Many people do not know how to change a word so as to show possession, as *boy's*. Notice the apostrophe between *y* and *s* in *boy's*. We call *boy's* the possessive form of *boy*. Most of the mistakes made in writing possessive forms are made by leaving an apostrophe out when it should be put in, or by putting it in the wrong place. Some mistakes are made by putting an apostrophe in when it should be left out. The following rules will help you to spell possessive forms correctly.

1. Do not put the apostrophe in *its* to show possession. The bird broke *its* wing. Use an apostrophe when *it's* is written for *it is*, as *It's a hot day*.

2. To form the possessive of the singular noun add an apostrophe and then add an *s*. Examples are: *company's*, *customer's*, *day's*, *boy's*, *month's*, *mother's*, *one's*, *teacher's*, *today's*, *week's*, *woman's*, *world's*. Use each of these words in a sentence.

3. To form the possessive of a plural noun which does not end in *s*, add an apostrophe and then add an *s*. *Men's clothing*, *women's clothing*.

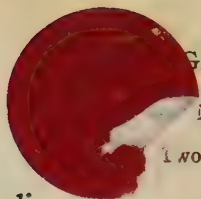
4. To form the possessive of a plural noun which ends in *s* add an apostrophe only. The plural possessive forms which are found most frequently in letters are: *boys'*, *girls'*, *ladies'*, *weeks'*, *years'*.

Without looking at what you have just read write the possessive forms of the following words and use each of them in a sentence:

it	week	woman	mother
boy	boys	world	women
one	girls	ladies	company
men	weeks	year	customer
hour	month	today	president

Test

Your teacher will pronounce the words in the list given above. She will ask some pupil to use the possessive form of each word in an oral sentence. You will then write the possessive form of the word.



guns	ending	audience	witness
cable	bushel	counting	leader
meals	injury	backward	notices
passes	customs	straighten	churches
sons	She has two sons.		sons
grip	Have you a strong grip?		grip
sees	The cat sees the bird.		sees
haul	Trucks haul heavy loads.		haul

Standard number right: IV—13 V—16 VI—18

Three

cord	brand	formed	seeking
walks	driven	palace	holidays
votes	beaten	sought	assembly
wires	naming	rushing	upstairs
windy	fitted	worship	athletic

Standard number right: IV—11 V—15 VI—17

Four

bore	lend	reaching	doubtful
wreck	frames	stranger	respects
width	wisdom	hardware	measures
united	cousins	neighbors	dressing
loaded	battery	straightened	numbered

Standard number right: IV—11 V—15 VI—17

The new lessons for this grade contain new words. The lessons marked R-1, R-2, R-3, R-4 are selected from the lessons taught in the preceding grade. The words which are most frequently misspelled by sixth-grade children. The lesson for the fourteenth week contains review words which are of such high social value and so frequently misspelled by eighth-grade pupils that it seems advisable to give them special review at this time. The lessons for the seventh, ninth, fifteenth, twenty-first, and twenty-eighth weeks call the child's attention to important principles of spelling which will be of service to the child not only in learning these lessons, but also in all his future spelling.

The lessons should be taught according to the General Directions for Teachers, pages vii to xxiii.

HELPS FOR SIXTH-GRADE PUPILS

Why You Should Be a Good Speller.—Often a young man or a young woman has failed to obtain a good position because of misspelled words in the letter written to apply for the position. One should be ashamed to misspell words not only in business letters but even in letters to friends. Spelling errors give a bad impression not only in letters but also in the papers which you write in school. If you do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly, as well as in spelling every word right in all of the writing that you do.

The lessons for grade six contain the words that sixth-grade children most often need to write. Make sure that you learn every one of these words.

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words you should study.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best

way to learn to spell. The suggestions which follow are based on what these men have learned.

Step 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

Step 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

Step 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

Step 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

Step 5.—Now write the word again. See if it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxiv and ending page xxvii, you will find other valuable suggestions for improving your spelling.

Note to teacher: A word in _____ is underlined in a sentence.

R-1	R-2	R-3	R-4
<i>false</i>	evil	bus	<i>holy</i>
guard	<i>vain</i>	idle	dining
lining	sense	deny	easier
losing	meant	<i>day's</i>	barely
custom	height	dying	bureau
<i>desert</i>	scheme	enemy	<i>ceiling</i>
ninety	gloomy	buried	awfully
stopped	visitor	double	trimmed
expects	examine	disease	injured
succeed	foreign	dentist	enemies
dividend	journey	planned	preface
delicate	equally	American	laundry
governor	stomach	innocent	articles
calendar	material	becoming	receives
magazine	mother's	business	believed
<i>principal</i>	magazines	telegraph	engineers
exercises	envelopes	seventeen	fortunate
excellent	disappoint	artificial	good-night
beautifully	eighteenth	typewriter	<i>compliments</i>
examinations	temperature	<i>compliment</i>	disappointed

Standard number right:

V-8	V-7	V-6	V-5
VI-11	VI-10	VI-9	VI-8
VII-14	VII-13	VII-12	VII-11

wages	studied	added	ideal
trial	served	extend	adjust
obtain	former	seldom	secret
desire	dealer	contest	goodness
concrete	location	intention	position

Standard number right: V—15 VI—17 VII—18

SECOND WEEK

art	include	gladly	highly
motion	render	instruct	suspect
remind	oblige	condition	contract
popular	demand	advantage	attending
requires	practicing	quotations	otherwise

Standard number right: V—15 VI—17 VII—18

THIRD WEEK

neglect	exact	proceed	obliged
per cent	instant	repair	purchased
awaiting	somehow	inform	justice
promptly	reverse	banking	property
	homesick		advantages

loan	Banks have money to loan.	loan
cease	We cease working at four.	cease

Standard number right: V—15 VI—17 VII—18

appeal	direct		outline
inquire	manager	sorrow	meantime
produce	compare	requested	charming
herewith	increase	industrial	exhausted
addressed	offering	particular	agreeable

Standard number right: V—15 VI—17 VII—18

FIFTH WEEK

delay	hence	human	parcel
cheerful	arrange	credit	select
manners	located	requesting	dispose
prepaid	strength	overcharge	standard
conclude	trusting	information	positions

Standard number right: V—15 VI—17 VII—18

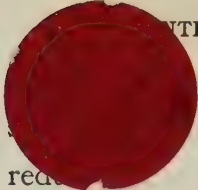
SIXTH WEEK

issue	voted	weary	remark
permit	design	provide	future
stronger	method	recovered	service
absence	reasons	accounting	college
outlined	sensible	throughout	

scene The scene was beautiful. scene

Standard number right: V—13 VI—16 VII—18

FIFTH WEEK



poet		editor	search
youth		actual	record
modern	red	season	adjusted
progress	returning	notify	somewhat
confident	favorable	forwarded	
patience	He learned with	patience.	patience

Standard number right: V—13 VI—16 VII—18

EIGHTH WEEK

Silent e is dropped before adding -ed and -ing.

refused	required	providing	owing
engaged	provided	preparing	stating
charged	arranged	increasing	serving
inclined	compared	advertising	advising
included	produced	receiving	pleasing

Standard number right: V—13 VI—16 VII—18

NINTH WEEK

mar	lover	priced	recent
postal	congress	exactly	seized
western	strongly	special	average
liberal	replying	properly	opportunity
forwarding	evidence	character	
weekly	He takes a	weekly paper.	weekly

Standard number right: V—13 VI—16 VII—18

firm	limit	refer
outfit	likely	spoken
honor	unpaid	inspection
private	difficult	containing
mistaken	corrected	reasonable
tax	He paid his dog tax.	tax

Standard number right V—13 VI—16 VII—18

ELEVENTH WEEK

golf	wired	union	regard
sketch	nervous	nuisance	delayed
entering	instance	concern	directly
marriage	thanking	overlooked	needless
happiness	profitable	collections	salesman

Standard number right: V—13 VI—16 VII—18

TWELFTH WEEK

total	retail	recall	elected
stated	public	serious	possible
valued	circular	agriculture	includes
develop	monthly	comfortable	connection
miserable		independent	

waist	He is large around the waist.	waist
rights	The colonists wanted their rights.	rights

Standard number right: V—13 VI—16 VII—18

Note to teacher: This lesson is for a week which is broken by a vacation, such as Christmas or

"Spelling Demons" Spelling-Match.—These are spelling demons from the lessons in grades one to five. Instead of a written lesson you can have a spelling-match. The teacher will appoint two captains. The two captains will choose teams, choosing pupils in turn. The words will be pronounced by the teacher and used in sentences. You will spell orally.

do	to	no	of
or	if	its	too
she	for	our	now
any	very	they	some
copy	feel	find	quite
weeks	there	your	truly
these	yours	sure	waste
until	either	their	claim
coming	doesn't	which	really
believe	receive	haven't	course
business	whether	separate	writing
together	following	received	further

attention

Saturday

shipment	department	advertisement
settlement	commencement	disappointment
assignment	arrangement	agreement
improvement	treatment	excitement
development	adjustment	assortment
statement	equipment	announcement
engagement		appointment

Standard number right: V—10 VI—13 VII—16

FIFTEENTH WEEK

type	poetry	mid	aware
frank	detail	struck	active
reserve	inquiry	support	general
purpose	wholesale	consent	dearest
deeply	instructed	lovingly	oversight

Standard number right: V—12 VI—15 VII—17

SIXTEENTH WEEK

expensive	retain	blanks	society
latest	demands	million	balance
patient	obtained	success	purchase
formerly	friendship	accepting	twenty-five
instruction	difficulty	understanding	

route This map shows the best route. route

Standard number right: V—12 VI—15 VII—17

error	assist	second	salary
spirit	prefer	kindest	anxious
model	limited	correctly	anyhow
expense	insure	shipments	exchange
opinion	samples	combination	statements

Standard number right: V—12 VI—15 VII—17

EIGHTEENTH WEEK

slight	finest	assure	gained
occurs	moral	confess	feature
advised	secure	carbon	possibly
methods	cheaper	amounting	influence
sweetheart	poultry	educational	Christian

Standard number right: V—12 VI—15 VII—17

NINETEENTH WEEK

ideas	occur	faithfully	insist
regards	attach	neglected	storage
slightly	dated	succeeded	ordering
opinions	favored	certificate	obtaining
afterwards	therefore	instructions	

bored He **bored** a hole through the floor **bored**

Standard number right: V—12 VI—15 VII—17

Words in Which *y* is Changed to *i* before *-es*, *-ed*, and *-er*

Many common English words end in *y*. Notice in the following words what happens to the final *y* when *-es* is added.

copy—copies

study—studies

party—parties

supply—supplies

To form the plural of a singular noun ending in a consonant and *y* and to form the singular of a plural verb ending in a consonant and *y*, change the *y* to *i* before adding *-es*.

In words ending in a consonant and *y*, the *y* is also changed to *i* before *-ed* as in *copy*, *copied*; and before *-er* as in *early*, *earlier*.

Below are given some of the commonest words in which *y* is changed to *i* before adding *-es*. Your teacher will pronounce the base word.

She will ask you to use the derived form in an oral sentence. For example, she will say *copy*. She will call on some pupil who will say *copies*, and use *copies* in an oral sentence. All the pupils will then write *copies*.

duties

agencies

applied

supplied

applies

policies

worried

certified

supplies

inquiries

activities

notified

qualities

vacancies

opportunities

occupied

companies

difficulties

accompanied

justified

usually visitor records
 matters terrible attempt consider
 comment informed complete connections
 defective exception furnishing departments
 favorably additional merchandise
 praise He is encouraged by praise. praise

Standard number right: V—11 VI—14 VII—16

TWENTY-SECOND WEEK

avoid result medium portion
 lecture reduced control discuss
 catalog terribly expression repaired
 perfectly insurance intelligent disposed
 considering affectionate
 council They held a council of war. council
 guest Mary is a guest at our house. guest

Standard number right: V—11 VI—14 VII—16

TWENTY-THIRD WEEK

local regret junior cancel
 depend desired cabinet district
 imagine accounts sections hesitate
 constant personal splendid sympathy
 planning elementary completed frequently

Standard number right: V—11 VI—14 VII—16

TWE WEEK

mere	relief	suggest	appears
secured	prepared	direction	relation
commerce	signature	employed	credited
payments	convention	accordingly	doubtless
remaining	paragraph	considerable	permission

Standard number right: V—11 VI—14 VII—16

TWENTY-FIFTH WEEK

lodge	event	you'll	readily
deposit	manage	sincere	memory
household	affair	assigned	allowing
prospect	applying	complaint	authority
recognize	increased	considerably	objection

Standard number right: V—11 VI—14 VII—16

TWENTY-SIXTH WEEK

rear	probable	desires	tracer
envy	deducted	suitable	frankly
traffic	completely	importance	approve
credits	appearance	disposition	extended
repairs	management	furthermore	naturally

Standard number right: V—11 VI—14 VII—16

TV WEEK

genuine	remains	similar	students
connected	arrival	appetite	attitude
mentioned	finally	expecting	discussed
correspond	knowledge	necessary	seriously
accepted	His explanation was accepted .		accepted
principle	Fair play is the best principle .		principle
attendance	The attendance was large.		attendance
current	The current is swift.		current

Standard number right: V—10 VI—13 VII—16

TWENTY-EIGHTH WEEK

ample	affairs	attached	relative
replace	successful	damaged	opposite
renewal	jealous	precious	advanced
attended	minister	comparison	effective
inquiring	customers	particularly	desirable

Standard number right: V—10 VI—13 VII—16

TWENTY-NINTH WEEK

mood	brief	affection	crazy
period	namely	experience	merely
checking	glorious	acquainted	science
available	regularly	correspondent	requests
confidence	description	manufacturing	events

Standard number right: V—10 VI—13 VII—16

THIRTIETH WEEK

clever	civil	afford	pardon
results	dignity	practice	expenses
approved	orchestra	luncheon	decision
professor	especially	experienced	collected
traveling	correction	neighborhood	conference

Standard number right: V—10 VI—13 VII—16

THIRTY-FIRST WEEK

reckon	social	bobbed	adopt
realize	vulgar	physical	sincerely
receipt	peculiar	recollect	attractive
relieve	thorough	valuable	immediate
publish	respectfully	satisfaction	refrigerator

Standard number right: V—7 VI—10 VII—13

THIRTY-SECOND WEEK

belief	partial	interfere	occasion
license	expressed	preferred	obedient
benefit	one-half	extension	population
military	restaurant	mysterious	photograph
appeared	pneumonia	cancellation	immediately

Standard number right: V—5 VI—8 VII—11

How to Write Ordinals

first	sixth	eleventh	twenty-first
second	seventh	twelfth	thirtieth
third	eighth	thirteenth	fortieth
fourth	ninth	fourteenth	fiftieth
fifth	tenth	twentieth	one hundredth

Standard number right: V—13 VI—16 VII—18

Largest Cities of the United States

Baltimore	Kansas City	New York
Boston	Los Angeles	Philadelphia
Buffalo	Milwaukee	Pittsburgh
Chicago	Minneapolis	St. Louis
Cincinnati	Newark	San Francisco
Cleveland	New Orleans	Seattle
Detroit		Washington

Words which Add -es to Form Plural

Add -s to most singular nouns to form the plural and to most plural verb forms to form the singular. A few words, however, add -es. Notice for example the following:

Nouns			Verbs		
<i>class</i>	<i>inch</i>	<i>box</i>	<i>teach</i>	<i>reach</i>	<i>push</i>
<i>classes</i>	<i>inches</i>	<i>boxes</i>	<i>teaches</i>	<i>reaches</i>	<i>pushes</i>

Notice that the base word of each of these words ends in the sound of *s*, *sh*, *ch*, or *x*. A word ending in one of these sounds could not be easily pronounced without the *e* before the -s. A few words ending in *o* also add -es. Notice particularly

<i>do</i>	<i>do es</i>	<i>negro</i>	<i>negro es</i>
<i>go</i>	<i>go es</i>	<i>potato</i>	<i>potato es</i>
<i>hero</i>	<i>hero es</i>	<i>tomato</i>	<i>tomato es</i>
<i>mosquito</i>	<i>mosquito es</i>		

Not all words ending in *o* add -es. Some words add only -s as

<i>piano</i>	<i>piano s</i>	<i>auto</i>	<i>auto s</i>
--------------	----------------	-------------	---------------

However, the plural forms of these words are not found among the five thousand most commonly used words.

Among the five thousand words most often used in writing, there are only 22 which, without changing the base word, add -es to form the plural of a noun or the singular of a verb. These words are given below. Your teacher will pronounce the base word. You will write the derived form.

addresses	dresses	potatoes
boxes	glasses	reaches
branches	goes	speeches
businesses	inches	taxes
churches	kisses	teaches
classes	passes	touches
dishes	peaches	wishes
does		

Base Words, Prefixes, Suffixes

First Day. Study with the Teacher

What is a base word? What is a suffix?

Look at the following words: *act, acting, acts, acted*. Each of these words contains the word *act*. We may call *act* the base word. Sometimes the base word is called the root. The letters or syllables which are placed after the base word to make new words are called suffixes. Thus *-s, -ing, and -ed* are suffixes.

What are the commonest suffixes?

Among the 10,000 words most frequently used in writing, the most common suffixes are *-s or -es, -ed, -ing, -ly, -ion, -ment, -er, -ful, -n or -en, -al, -y, -ible or -able, and -est*. The three commonest suffixes are *-s, -ed, and -ing*.

Can you tell in each of the following words which is the base word and which is the suffix?

boys	adding	helpful	certainly
given	advised	cheaper	agreement
taxes	dearest	accepted	comfortable
			additional

Second Day. Study with the Teacher

What is a prefix?

A syllable or a word which is placed before a base word to form a new word is called a prefix. Thus in *unpaid*, *un-* is the prefix and *paid* the base word. What does *unpaid* mean? In *repaid*, *re-* is the prefix and *paid* the base word. What does *repaid* mean?

Can you tell in each of the following words which is the base word and which is the prefix?

dislike	enable	misaid	outshine
overlook	renew	uncertain	unknown

What are the commonest prefixes?

Among the ten thousand words most commonly used in writing, there are only a little more than two hundred words

which are formed by adding prefixes to English base words. More than half of these two hundred words are formed by placing either *un-* or *re-* in front of a base word. Other common prefixes are *a-*(*arise*), *dis-*(*discontinue*), *en-*(*enable*), *in-*(*inability*), *mis-*(*misunderstanding*), *over-*(*overlooked*).

What is a derived form?

A word formed by adding a suffix or a prefix to a base word is called a derived form. Sometimes derived forms are called derivations.

Third Day. Test

If you have learned this lesson, you should be able to follow the directions correctly and answer the questions which are given below.

1. Write: *dearest*, *adding*, *cheaper*. Draw two lines under each base word. Draw one line under each suffix.

2. Write the three commonest suffixes.

3. Write: *unpaid*, *uncomfortable*. Draw two lines under the base word.

4. Write the two most important prefixes.

Review Test: Third Week

Fourth Day. Study whatever yesterday's test showed you need to study.

Fifth Day. The test for this day will be the same as that for the third day.

SUPPLEMENTARY

Three

calm	rapid	reminds	frequent
acre	elbow	passage	gathered
dawn	lamps	steamer	hundreds
signs	nicest	happiest	moonlight
rainy	warmer	features	companion

Standard number right: V—15 VI—17 VII—18

Four

tons	flesh	cement	slippers
asks	globe	plainly	reducing
obey	renew	insisted	finishing
crew	differ	protect	repeated
elect	hearts	lectures	weakness

Standard number right: V—15 VI—17 VII—18

Five

pal	hired	ironing	speaker
mob	staff	earned	provides
folk	charm	escape	replaced
cure	wealth	gaining	reminded
grind	babies	raising	
tale	He told a merry tale.		tale

Standard number right: V—15 VI—17 VII—18

SEVENTH GRADE

DIRECTIONS TO TEACHERS

The new lessons for this grade contain 649 new words. The lessons marked R-1, R-2, R-3, and R-4 were made up by selecting from the lessons taught in preceding grades those words which are most frequently misspelled by seventh-grade children. The supplementary lessons are for schools which, because of the long term, finish the minimum lessons before the end of the year.

The lessons should be taught according to the General Directions for Teachers, pages vii to xxiii.

HELPS FOR SEVENTH-GRADE PUPILS

Why You Should Be a Good Speller.—Often a young man or a young woman has failed to obtain a good position because of misspelled words in the letter written to apply for the position. One should be ashamed to misspell words not only in business letters but even in letters to friends. Spelling errors give a bad impression not only in letters but also in the papers which you write in school. If you do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly, as well as in spelling every word right in all of the writing that you do.

The lessons for grade seven contain the words that seventh-grade children most often need to write. Make sure that you learn every one of these words.

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words you should study.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

Step 1.—The first thing to do in learning to spell a word

is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly and looking closely at each syllable as you say it.

Step 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

Step 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

Step 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

Step 5.—Now write the word again. See if it is right. If it is, cover it with your hand, and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxiv and ending page xxvii, you will find other valuable suggestions for improving your spelling.

You will find several interesting lessons which show you how words are built up. You will find other lessons which teach you many useful rules about spelling.

Review Words

Note to teacher: A word in italics should be illustrated in a sentence.

R—1	R—2	R—3	R—4
weeks	cancel	comment	<i>mood</i>
prefer	relief	catalog	merely
appears	<i>council</i>	jealous	<i>praise</i>
portion_	policies	dignity	traffic
inquiry	decision	science	applies
renewal	planning	allowing	usually
readily	inquiries	familiar	enemies
attitude	precious	<i>accepted</i>	<i>principle</i>
sympathy	assigned	luncheon	dignified
visitors	secretary	quantity	permission
terribly	recognize	probably	vacancies
effective	professor	extension	completely
opposite	comparison	generally	acquainted
available	additional	necessary	<i>attendance</i>
desirable	exhausted	authority	arrangement
succeeded	naturally	correspond	intelligent
experience	excitement	assignment	correspondent
<i>assistance</i>	appearance	assortment	advertisement
advantages	certificate	disposition	disappointment
accompanied	particularly	experienced	superintendent

Standard number right:

VI—10

~~VI—9~~

VI—8

VI—7

VII—13

~~VII—12~~

VII—11

VII—10

VIII—16

VIII—15

VIII—14

VIII—13

FIRST WEEK

fund	grant	recently
services	volume	associate
judgment	ability	warehouse
examined	southern	permanent
reference	roommate	temporary
reception	prospects	acceptance
acknowledge		absolute

Standard number right: VI—13 VII—16 VIII—18

SECOND WEEK

quote	display	dealers
agency	selected	capable
century	shortage	elsewhere
practical	pamphlet	purchases
week-end	adequate	investment
proportion	regardless	university
administration		represent

Standard number right: VI—13 VII—16 VIII—18

THIRD WEEK

justify	figured	discount
register	unusual	positive
dimensions	definite	eliminate
production	esteemed	suggested
appropriate	relations	situation
demonstration	appreciate	precedent
wholly	They were wholly in the wrong.	wholly
series	He will give a series of lectures.	series

Standard number right: VI—13 VII—16 VIII—18

FOURTH WEEK

Words Misspelled Because of Wrong Pronunciation

If you will look, on page xxv, at the directions for learning to spell, you will see that the first step in learning to spell a word is to learn to pronounce it correctly. Any mispronunciation is likely to lead to a misspelling. Some words are commonly mispronounced by omitting some sound in the word. Among such words are, "interesting," "personal," "practically," "government," "principally." Other words are misspelled by putting in sounds that do not belong. Such a word is "athletic." Other words are misspelled because of a wrong pronunciation of one or more parts of the word. Such words are "literature," "February," and "surprise." Emphasize particularly the correct pronunciation and enunciation of each syllable in the word that you are learning to spell. Emphasize the enunciation of the part of the word that you missed. Apply this advice to learning the following words which are often misspelled because of an error in pronunciation.

Test

surprise	quantity	probably
familiar	February	athletics
different	liability	recognized
generally	prejudice	experiment
literature	scientific	laboratory
practically	exceptionally	government
satisfactorily		superintendent

FIFTH WEEK

item	strict	prior
draft	schedule	presume
worthy	superior	journal
graduate	granted	vicinity
reliable	involved	organized
assistant	thoroughly	obligation
nevertheless		representative

Standard number right: VI—13 VII—16 VIII—18

SIXTH WEEK

behalf	senior	system
normal	patent	largely
maintain	actually	directed
selection	apartment	estimate
politics	territory	graduation
convenient	considered	reputation
remarkable		institute

Standard number right: VI—13 VII—16 VIII—18

SEVENTH WEEK

income	volumes	reduction
devoted	remarks	ascertain
definitely	attorney	materials
suggestion	response	personally
represents	evidently	certificates
accomplished	introduced	obligations
basis	It was decided on a just basis.	basis
presence	Her presence was appreciated.	presence

Standard number right: VI—13 VII—16 VIII—18

EIGHTH WEEK

bonds	urge	genius
merit	comply	campus
issued	energy	realized
bulletin	necessity	capacity
existence	establish	missionary
application	determine	consequence
investigate		inconvenience

Standard number right: VI—12 VII—15 VIII—17

NINTH WEEK

How to Add *-ed* to a Verb

Sometimes we wish to add *-ed* to a verb. In the sentences which follow notice what happens to the base word *deliver*. I *deliver* my papers today. I *delivered* them yesterday. My papers are *delivered*. Among the ten thousand words most commonly written in English, nearly a thousand end in *-ed*. More than half of them are formed merely by adding *-ed* to a base word without making any other change.

Among such words are *act—acted*, *knock—knocked*, *address—addressed*. You are fairly safe in merely adding *-ed* to a verb without making any other change unless the verb ends in a silent *e*, in *y*, or in a syllable with a short accented vowel. Directions are given below for adding *-ed* to these three kinds of words.

Adding *-ed* to Words that End in a Silent *e*

There is a large group of common words which do an odd thing when adding *-ed*. Examine these words:

arriv ed—arrived
us ed—used

complet ed—completed
enclos ed—enclosed

If the word ends in silent *e*, as in *arrive*, we say that we drop the final *e* and add *-ed*. In such words the silent *e* is also dropped

before adding any suffix beginning with a vowel. For example, notice the dropping of the *e* in the following words: *fine er—finer*, *wide en—widen*, *crude ity—crudity*.

Adding *-ed* to Words which End in *y*

Notice what happens to the final *y* in the following words:

accompany—accompanied	marry—married
carry—carried	try—tried
justify—justified	satisfy—satisfied

When verbs end in *y*, the *y* is changed to *i* before adding *-ed*. You can see that this change of *y* to *i* is the same as that which happens to *y* when *es* is added.

When to Double the Final Consonant

Many words double the final consonant in the base word before adding *-ed*. For instance, notice the following words:

commit—committed	compel—compelled	plan—planned
refer—referred	equip—equipped	ship—shipped

Each of the base words to which *-ed* is added ends in a syllable consisting of a single short accented vowel followed by a single consonant. In such words the consonant is doubled before adding *-ed*. The following rule will help you to add *-ed* to such words. Words with a last syllable consisting of a single short accented vowel followed by a single consonant, double the consonant when adding a suffix beginning with a vowel.

Since *-ed* is a suffix beginning with a vowel, it comes under this rule.

For example, the word *commit* has as its last syllable *mit*, with the short accented vowel, *i*, followed by the single consonant, *t*. Therefore, the final consonant, *t*, is doubled before *-ed* which is a suffix beginning with a vowel.

The following questions will help you to know whether or not to double the final consonant before adding *-ed*, or any other suffix beginning with a vowel:

1. Is the accent on the last syllable?
2. Does the last syllable contain a short vowel?
3. Is this vowel followed by a single consonant?

Ask these questions to see whether or not each of the following words fulfill the conditions of this rule: *refer, compel, equip, plan, ship*.

Notice these words:

bothered advised called mixed

Bothered has not doubled the *r* because the accent in *bother* is not on the last syllable.

Advised has not doubled the *s* because the last syllable in *advise* does not contain a short vowel.

Call-ed did not need to double the *l*.

Words ending in *x* are exceptions (*mix, mix ed; box, box ing*). They do not double the consonant.

There are few exceptions to this rule among the ten thousand words most commonly used in writing.

Test

omitted	assured	submitted
announced	occurred	referred
described	compelled	equipped
developed	enclosed	concerned
illustrated	appreciated	acknowledged

Standard number right: VI—12 VII—15 VIII—17

TENTH WEEK

files	funds	quoted
ordinary	release	grateful
inclusive	heartily	ambition
contracts	semester	extremely
criticism	indicate	patronage
accommodate	majority	conditions
organization		communicate

Standard number right: VI—12 VII—15 VIII—17

ELEVENTH WEEK

assume	legal	institution
exclusive	domestic	sufficient
sacrifice	director	previously
cordially	executed	appreciation
parcel post	canceled	satisfactory
imagination	cooperate	acknowledgment
fate	Our fate is still unknown.	fate
stationery	She uses fine stationery .	stationery

Standard number right: VI—12 VII—15 VIII—17

TWELFTH WEEK

details	vision	leisure
variety	theory	convinced
faculty	duplicate	occasional
rendered	suggestions	destination
sufficiently	undoubtedly	consequently
investigation	applications	congratulate
consideration		representatives

Standard number right: VI—12 VII—15 VIII—17

THIRTEENTH WEEK

spirits	lease	pressure
operate	annual	literary
mortgage	numerous	positively
desirous	campaign	privilege
apparent	guarantee	commission
chemistry	assurance	recommend
distribution		occasionally

Standard number right: VI—11 VII—14 VIII—16

FOURTEENTH WEEK

How to Add *-ing* to a Verb

Nearly two-thirds of the words ending in the suffix, *-ing*, are formed merely by adding *-ing* to a base word. The other third can be formed by following the rules you have learned for adding *-ed* by merely substituting *-ing* for *-ed* in those rules.

Why do not any of these words make a change in the base word before adding *-ing*?

building	calling	buying
covering	going	reading

What happens to a base word which ends in a syllable with a short accented vowel followed by a single consonant, when adding a suffix beginning with a vowel? What are the three conditions? (See page 111.) Do the following words fulfill all three conditions?

beginning	clipping	cutting	getting
planning	putting	referring	running
shipping	sitting	stopping	swimming

In adding a suffix beginning with a vowel, what happens to a base word ending in a silent *e*? Write the base of each of the following words:

acknowledging	advertising	advising
amusing	arranging	arriving
assuring	becoming	coming

What has happened to the final *e* in each of these words? Write the rule which explains why the *e* is dropped. Your teacher will pronounce the base form of each of the following words. You will add *-ing* and make any necessary changes in the base. In studying this lesson it will help you to write the base of each word and then, without looking at your book, write the form in *-ing*. By comparing your paper with the book, you can discover which words you have misspelled. This will help

you to review not only the word, but also the rule which you did not apply properly.

bearing	shipping	securing
charging	assuring	operating
referring	regarding	extending
enclosing	including	informing
concerning	purchasing	regretting

Standard number right: VI—9 VII—11 VIII—13

FIFTEENTH WEEK

supreme	observe	minimum
quality	purposes	endeavor
official	proposed	essential
specified	published	cooperation
advisable	exceedingly	convenience
commercial	competition	unfortunate
excess	An excess amount is too much.	
directors	He is one of the directors .	
		directors

Standard number right: VI—11 VII—14 VIII—16

SIXTEENTH WEEK

items	enclosure	dispatch
political	allowance	operated
registered	anticipate	religious
possess	responsible	apparently
individual	mathematics	necessarily
approximate	transportation	proposition
principles	He acted on good principles .	
role	He played the role of a king.	
		role

Standard number right: VI—11 VII—14 VIII—16

SEVENTEENTH WEEK

duly	mutual	enable
various	procure	protection
occasions	conclusion	established
substitute	determined	promptness
possibility	subscription	acquaintance
recommended	circumstances	affectionately
requirements		congratulations

Standard number right: VI—10 VII—13 VIII—16

EIGHTEENTH WEEK

Summary of the Most Useful Rules for Adding Suffixes

In the preceding lessons you have already studied all the important rules for spelling words which end in suffixes. Most of the errors made in spelling such words are made in spelling the bases. The three most helpful rules to remember are:

1. Words with a last syllable consisting of a single short accented vowel followed by a single consonant, double the consonant when adding a suffix beginning with a vowel.

begin—beginning compel—compelled

2. Words ending in a final silent *e* drop the *e* before a suffix beginning with a vowel.

hope—hoped amuse—amusing

3. Words ending in a consonant and *y* change the *y* to *i* before all suffixes except those beginning with *i*.

pretty—prettier lady—ladies happy—happiness

Apply these rules in studying each of the following groups of words. As you look at each word, ask "What is the base? Does any rule apply for changing the base?"

Words Ending in -en.

fallen	forgotten	given	mistaken
--------	-----------	-------	----------

Words Ending in -y.

cloudy	difficulty	daddy	delivery
--------	------------	-------	----------

Words Ending in -al.

approval	postal	renewal
----------	--------	---------

Words Ending in -er.

bigger	cheaper	easier	larger
--------	---------	--------	--------

Words Ending in -ion.

appreciation	collection	connection
--------------	------------	------------

As a test of how well you have learned these rules, try to spell the following list of words. As each word is pronounced for you, ask "What is the base? Is this word an exception?" If there is no rule for changing the base and if this word is not an exception, add the suffix without changing the base in any way.

Test

based	policy	taxes
fallen	approval	formal
original	committed	courtesy
regretted	universal	catalogs
quantities	canceling	indicated
transferred	discussion	operation
construction		authorized

NINETEENTH WEEK

Words of Special Value in Business

fee	annum	estate
invoice	wherein	payable
warrant	transit	inasmuch
overdue	notation	compliance
executive	attorneys	indebtedness
accordance	corporation	questionnaire
confirmation		acknowledging

Standard number right: VI—10 VII—13 VIII—16

TWENTIETH WEEK

Words of Special Value in Business

data	gross	ult.
refund	rating	quoting
hereto	revised	premium
voucher	security	employees
invoices	financial	bankruptcy
complying	memorandum	approximately
affidavit		specifications

Standard number right: VI—9 VII—12 VIII—15

TWENTY-FIRST WEEK

Words of Special Value in Business

remit	federal	lading
billing	receipts	thereby
whereas	edition	accrued
guardian	salesmen	itemized
attaching	heretofore	inventory
transaction	acceptable	manufacturers
billed	The goods were billed today.	
counsel	We need expert counsel .	
		billed
		counsel

Standard number right: VI—9 VII—12 VIII—15

TWENTY-SECOND WEEK

Dictionary Lesson

How to Improve Your Vocabulary

In making this spelling book the authors studied the letters of a large number of great writers. Among these writers are Walter H. Page, James Russell Lowell, Robert Louis Stevenson, and Robert Browning. It was found that these great men wrote better letters than do most people. This is not so much because they used longer or more unusual words as because they used simple words more effectively. There were certain words, however, which were used much more frequently by these great writers than by ordinary people. A list of these words is given below. It is a good thing for you to be sure that you know how to use these words also. People who do not write as well as did these men are likely to use other words in the places of those given in this list. Look up the meaning of each word in the dictionary. Write each of the words in a sentence. If there is any word in this list that you have not used, tell what word you have used in its place to give the same or nearly the same meaning.

solemn

deem

adieu

ancient

noble

passion

amiable

absurd

immense

perceive

generous

infinite

distinctly

inevitable

exquisite

ridiculous

magnificent

melancholy

countenance

anxiety

TWENTY-THIRD WEEK

grippe	tendency	apology
economic	deposited	delicious
excessive	ordinarily	ignorance
confirming	immensely	conception
publication	probability	anticipation
specific	professional	responsibility
comparatively		communication

Standard number right: VI—8 VII—11 VIII—14

TWENTY-FOURTH WEEK

deduct	ceased	divine
sorority	scandal	merits
interior	proceeds	efficient
conscience	conceive	adopted
philosophy	recommending	materially
temporarily	accompanying	corresponding
controversy		accommodation

Standard number right: VI—5 VII—8 VIII—11

TWENTY-FIFTH WEEK

midst	economics	analysis
virtue	remittance	gorgeous
curious	substantial	physician
publicity	requisition	apologize
accustomed	enthusiasm	research
tremendous	successfully	tournament
correspondence		indefinite

Standard number right: VI—5 VII—8 VIII—11

TWENTY-SIXTH WEEK

The Use of the Hyphen

When using two or more words as a single word, it is often very difficult to decide whether to write the words separately, to write them together as one word, or to join them together with a hyphen. Dictionaries do not always agree as to the way in which a word should be written. More than half of the mistakes which are made in combining words are due to using a hyphen when it should not be used.

1. The tendency today is to use the hyphen less than formerly. *The hyphen should be used:*
 - a. When two or more words are used together as a single adjective placed *before* a noun to describe it, the words are joined with hyphens. For example, *up-to-date* machinery, *ice-cold* lemonade.
 - b. In certain words such as *good-bye*, *good-night*, and *week-end*. *Today*, *tomorrow*, and *tonight* may be written *to-day*, *to-morrow*, and *to-night*.
 - c. In all compound numerals from twenty-one to ninety-nine and also in fractions. For example, *thirty-two*, *one-eighth*.
 - d. When it is necessary to divide a word at the end of a line, break a word at the end of a syllable and place a hyphen after that syllable. However, do not break a word at the end of a line unless it is absolutely necessary.
2. The hyphen *should not be used* to separate a prefix from a base word, except in the case of the prefix *self-* and the prefix *so-*. For example, *self-addressed*, *self-explanatory*, *so-called*.

Keep the hyphen out of such words as:

awhile	thereby	whenever	behind
afterwards	throughout	against	between
beside	toward	ahead	outside
mistake	underwear	afternoon	review
overcome	together	became	unnecessary

3. Write *all right*, *no one*, and *high school* as two words, without a hyphen.
4. When you are not certain how to combine words, look in the dictionary.

Test

abroad	submitted	depends
transfer	absolutely	represented
entitled	impression	conveniently
interview	community	unfortunately
inability	preparation	misunderstanding
unnecessary	outstanding	recommendation
up-to-date	We use up-to-date machinery. up-to-date	
ice-cold	Here you can buy ice-cold pop ice-cold	

Standard number right: VI—9 VII—12 VIII—15

TWENTY-SEVENTH WEEK

dating	vacancy	mystery
pamphlets	conscious	receiver
confusion	curiosity	facilities
intellectual	efficiency	courteous
specifically	possession	constantly
organizations	originally	extraordinary
recommendations		inconvenienced

Standard number right: VI—4 VII—7 VIII—10

TWENTY-EIGHTH WEEK

tragedy	collateral	visible
initiation	consistent	technical
galvanized	discretion	auditorium
psychology	separately	guaranteed
enthusiastic	indefinitely	incidentally
anniversary	preliminary	Chautauqua
arrangements		miscellaneous

Standard number right: VI—4 VII—5 VIII—9

TWENTY-NINTH WEEK

This lesson is composed of words appearing frequently in committee reports and the minutes of meetings.

ballot	seconded	committee	adjourned
session	presented	treasurer	association
eligible	secretary	resolution	constitution
previous	chairman	committees	membership
amended	appointed	unanimously	

assistance Your assistance is needed. assistance

Standard number right: VI—9 VII—12 VIII—15

THIRTIETH WEEK

Ala. (Alabama)	Ga. (Georgia)
Alaska	Hawaii
Ariz. (Arizona)	Idaho
Ark. (Arkansas)	Ill. (Illinois)
Calif. (California)	Ind. (Indiana)
Colo. (Colorado)	Iowa
Conn. (Connecticut)	Kans. (Kansas)
Del. (Delaware)	Ky. (Kentucky)
D. C. (District of Columbia)	La. (Louisiana)
Fla. (Florida)	Maine

THIRTY-FIRST WEEK

Md. (Maryland)	N. J. (New Jersey)
Mass. (Massachusetts)	N. Mex. (New Mexico)
Mich. (Michigan)	N. Y. (New York)
Minn. (Minnesota)	N. C. (North Carolina)
Miss. (Mississippi)	N. Dak. (North Dakota)
Mo. (Missouri)	Ohio
Mont. (Montana)	Okla. (Oklahoma)
Nebr. (Nebraska)	Oreg. (Oregon)
Nev. (Nevada)	Pa. (Pennsylvania)
N. H. (New Hampshire)	R. I. (Rhode Island)

THIRTY-SECOND WEEK

S. C. (South Carolina)	Wyo. (Wyoming)
S. Dak. (South Dakota)	Cuba
Tenn. (Tennessee)	Philippine Islands
Tex. (Texas)	P. R. (Porto Rico)
Utah	A.M. (forenoon)
Vt. (Vermont)	Ave. (Avenue)
Va. (Virginia)	Co. (Company)
Wash. (Washington)	C.O.D. (Collect on
W. Va. (West Virginia)	delivery)
Wis. (Wisconsin)	Dec. (December)
	Dept. (Department)

THIRTY-THIRD WEEK

Dr.	(doctor or debtor)	Mrs.	(Mistress)
etc.	(et cetera)	No.	(number)
Feb.	(February)	Nov.	(November)
f. o. b.	(free on board)	Oct.	(October)
ft.	(foot or feet)	O. K.	(all right)
inst.	(this month)	P.M.	(afternoon)
Jan.	(January)	Sec.	(secretary or second)
lbs.	(pounds)	Sept.	(September)
memo.	(memorandum)	St.	(Street)
Mr.	(Mister)	Supt.	(Superintendent)

SUPPLEMENTARY AND REFERENCE

USE OF THE CONTRACTION

One of the first things to learn in writing letters is that the form and style of the letter must be suited to the message which the letter contains, and to the relationship which exists between the person who sends the letter and the one who is to receive it. The style of business letters must be clear, direct, and dignified. With certain exceptions, as in sales letters, such letters are usually made very impersonal. On the other hand, personal letters are quite properly regarded by many as a sort of conversation in writing. In writing to friends or to relatives one usually desires to be informal. One of the ways of achieving this informality is through the use of colloquial English and contractions. In the past, many teachers of English have cautioned students against the use of contractions in letters; but an examination of the correspondence of writers whose letters are regarded as models shows that most of these authors use contractions very freely. If you will read the letters of Henry Adams, Stevenson, Gray, Henry James, Lamb, Carroll, Walpole, Keats, Emily Dickinson, Thackeray, Dickens, and

others, you will see that in writing to friends and members of their families they wrote much as they would have chatted with those to whom the letters were addressed.

In general, then, contractions are to be used only in informal or friendly correspondence. In letters to strangers and in most business correspondence, they should be avoided. Perhaps the best guide to the proper use of contractions is to be found in the models of writers who are famous for their personal letters.

THE USE OF CONTRACTIONS

Your teacher will pronounce each word and read the sentence or part of a sentence which follows it. She will ask some one to tell what words have been put together to make the contraction. You will write the contraction. Watch your apostrophes!

can't "You can't be too careful." (Lamb)

don't "... for, O I don't know how long." (Stevenson)

doesn't "He doesn't agree with them all..." (Stevenson)

won't "This sort of thing won't do." (H. James)

it's "... It's a glorious afternoon..." (E. Dickinson)

I'm "I'm three parts through Burns;..." (Stevenson)

I'll "I'll try to improve it..." (Stevenson)

haven't "... I haven't yet had time to give..." (H. James)

you'll "You'll never guess;..." (Carroll)

isn't "It isn't like gold..." (E. Dickinson)

I've "So I've been idle." (Stevenson)

we'll "We'll finish an education sometime..." (E. Dickinson)

wouldn't "... but Stephen wouldn't allow it..." (Stevenson)

didn't "... I didn't see him." (Fitzgerald)

I'd "Another shot and I'd have gone to kingdom come."
(Stevenson)

you'd "... and I beg you'd believe me..." (Gray)

hadn't "... If you hadn't seen her..." (H. James)

hasn't "This ought to have made me gay, but it hasn't."
(Stevenson)

couldn't "If it were easy to write a play, I couldn't... think
of it." (H. James)

wasn't "Wasn't it curious?" (Carroll)

HOMONYMS

Homonyms are words pronounced exactly alike but different in meaning. Only a small number of the more common homonyms are given here.

Word	Definition	Sentence
1. flour	a fine meal of ground wheat or other grain	Mother uses flour in baking bread.
flower	a blossom	The rose is a beautiful flower.
2. no	not, not any	I have no work to do.
know	to understand	Do you know your lesson?
3. son	a male child; the male offspring of a parent, father or mother	John is my son.
sun	the heavenly body which produces the light of day	The sun rises in the east.

These are the "demon" homonyms in your book. Can you think of a homonym for each of the following words?

too	very	some	week
no	our	through	knew
for	their	here	seems
there	do	great	effect
course	waste	right	whole

Your teacher will use each word in a sentence. You will write the word.

ANTONYMS

Words of opposite meaning are called antonyms. For example, black—white, big—little; and open—closed, are so named. Sometimes antonyms are called opposites.

Practice Exercises: Try to think of antonyms for the following words:

cold	fat	in	new	sweet
come	front	large	poor	tall
dull	good	up	slow	wet
inside	high	long	spring	winter

Study this lesson with your teacher. There will be no test this week, on this list, but you will have a review on lesson—.

SYNONYMS

The synonyms of a word are the words that have the same or almost the same meaning. If you were to look in the dictionary for the simple words "cut" and "ask," you would find the following synonyms:

For "cut"—carve, lance, bite, dissect, snip, saw, slice, slit, slash, etc.

For "ask"—beg, crave, entreat, beseech, implore, move, plead, solicit, etc. No two of these synonyms mean exactly the same thing, but they express different shades of the same meaning.

Certain common words are very much overworked in writing. Often the same word will be used in a single letter to express several different meanings. Among the words for which you should seek synonyms, are the following. Find as many synonyms as you can for each of these words.

hot	cold	bad	fine
good	great	big	pretty
ugly	well	nice	beautiful

Any lesson in the book may be used for an exercise in discovering synonyms.

HOW TO USE PREFIXES

The commonest mistake in using prefixes is to separate them from the base word with a hyphen. Of the ten thousand words most commonly found in writing only three, *self-addressed*, *self-explanatory*, and *so-called*, separate the prefix from the base word with a hyphen.

Remember then: Do not place a hyphen between the prefix and the base word. The only common exceptions are *self*-, which always takes a hyphen when used as a prefix, and *so*-, which takes a hyphen when joined to an adjective preceding the noun which the adjective modifies.

The following words are formed by adding a prefix to a common English base word. Notice that in no one of these words is the prefix separated with a hyphen.

across	misunderstanding	undertake
ahead	nonsense	underwear
correspond	outshine	unfortunate
disagreeable	overcharge	unhappy
dislike	overcome	unknown
enable	overlook	unlike
forenoon	overlooked	unnecessary
forever	prepaid	unpaid
inability	recall	unpleasant
indeed	recovered	unreasonable
independent	renew	unsatisfactory
instead	replace	unusual
international	review	unwilling
mislaid	uncertain	

The chart on the following page will show you how to add prefixes to English base words that you already know. (Chart I.)

There are other common prefixes which are seldom or never used with English base words. These are shown in the chart on the following page. (Chart II.)

CHART I.

Prefix	Meaning	Illustration
a (ab, abs)	away, from	arise
cor (co, col, com, con) .	with, together	correspond
dis (dif)	apart, not	dislike
en	in, into, make	enable
extra	out of	extraordinary
in (ill, im, ir)	in, into, not, without . .	independent
inter	among, between, mutu- ally	international
mis	amiss, wrong, wrongly, ill	misunderstanding
non	not	nonsense
out	out, away, exceeding, surpassing	outstanding
over	above, beyond, too, much	overlook
pre	before	prepaid
re	back, again, against . .	recall
sub (suc, suf, sug, sup, sur)	under, below, near	subway
trans (tran, tra)	across, over, beyond, through	transact
un	not	unknown
under	below, from below, lesser	undertake

CHART II.

Prefix	Meaning	Illustration
ad (ac, af, ag, al, an, ap, ar, as, at)	to	accommodate
ante	before	antecedent
circum	about, around	circumstance
de	from, down, away	decide
ex (e, ef)	out, out of, away from, off, beyond	expect, emerge, effect
per	through, by, for	permission
post	behind, after	postpone
pro	forward, before, instead	produce
se	aside, apart, without . .	separate
super	over, above, beyond . .	superintendent

Confusion of *ei* and *ie*

This rule is not so valuable as others given in this book but it may help you to spell some of the words. Read the rule carefully. Study each word just as you do in other lessons, but give special attention to how each word fits the rule.

Whenever *i* and *e* occur together in one syllable, and are pronounced as *ē* or *ě*, it is always *i* before *e* except after *c* (sounded *see*). When sounded like "*a*" it is always *e* before *i*. Some have used the following jingle to help fix the rule:

i before *e*
 Except after *c*
 Or when sounded like *a*
 As in *neighbor* or *weigh*.

Five of the words most commonly used in writing letters are exceptions to these rules: *neither*, *leisure*, *foreign*, *height*, *their*.

Review: *i* before *e* except after *c*.

niece	adieu
believe	interview
cashier	relief
friendly	review
handkerchief	brief

e before *i* after *c* and when sounded like *a* in *neighbor* and *weigh*.

ceiling	receiving
conceive	weight
receipt	weighed

Why does *i* come after *e* in these words?

The following words have *i* after *e* but are exceptions to the rule.

Neither, *leisure*, *foreign*, *height*, *their*.

EIGHTH GRADE

DIRECTIONS TO TEACHERS

The lessons for this grade contain 631 new words. The lessons marked R-1, R-2, R-3, and R-4 were made up by selecting from the lessons taught in preceding grades those words which are most frequently misspelled by eighth-grade children. The last six lessons of the grade contain words from earlier grades which, because of great difficulty and high frequency of use, are especially liable to be misspelled in the writing of everyday life. These words are deserving of very careful review.

The lessons should be taught according to the General Directions for Teachers, pages vii to xxiii.

HELPS FOR EIGHTH-GRADE PUPILS

Why You Should Be a Good Speller.—Often a young man or a young woman has failed to obtain a good position because of misspelled words in the letter written to apply for the position. One should be ashamed to misspell words not only in business letters but even in letters to friends. Spelling errors give a bad impression not only in letters but also in the papers which you write in school. If you do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly, as well as in spelling every word right in all of the writing that you do.

The lessons for grade eight contain the words that eighth-grade children most often need to write. Make sure that you learn every one of these words.

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words you should study.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

Step 1.—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable distinctly and looking closely at each syllable as you say it.

Step 2.—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

Step 3.—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

Step 4.—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

Step 5.—Now write the word again. See if it is right. If it is, cover it with your hand, and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxiv and ending page xxvii, you will find other valuable suggestions for improving your spelling.

You will find several interesting lessons which show you how words are built up. You will find other lessons which teach you many useful rules about spelling.

Review Words

Note to teacher: A word in italics should be illustrated in a sentence.

R—1	R—2	R—3	R—4
curious	divine	deem	<i>grippe</i>
analysis	virtue	mutual	amiable
conceive	<i>ceased</i>	solemn	scandal
mystery	vacancy	<i>counsel</i>	tragedy
delicious	specific	apology	courtesy
proceeds	receiver	infinite	attaching
originally	publicity	adequate	conscious
ordinarily	gorgeous	committed	guarantee
immensely	tendency	regretted	accustomed
courteous	excessive	affidavit	conscience
galvanized	confusion	curiosity	facilities
conception	philosophy	pamphlets	inevitable
specifically	materially	discretion	indefinite
substantial	economics	efficiency	initiation
preliminary	probability	auditorium	psychology
controversy	professional	bankruptcy	ridiculous
arrangements	tremendous	melancholy	undoubtedly
comparatively	anticipation	collateral	correspondence
corresponding	accustomed	tournament	accommodation
recommended	anniversary	requisition	recommendations

Standard number right:

VII—8
VIII—11
IX—13

VII—8
VIII—11
IX—13

VII—6
VIII—9
IX—11

VII—6
VIII—9
IX—11



FIRST WEEK

exist	mature	venture
attain	declare	poverty
pledge	utmost	hopeless
fewer	consist	creature
offset	weren't	advertise
chapel	accused	preference
father's	This is my father's chair.	father's
affect	The rain will affect our plans.	affect
Standard number right: VII—15 VIII—17 IX—18		

SECOND WEEK

Word Building

The words in this lesson are formed by adding *-ing* to a base word that you have already learned to spell.

listing	belonging	suggesting
dealing	selecting	attempting
thrilling	appearing	complaining
blooming	discussing	engineering
weighing	addressing	establishing
guessing	proceeding	remembering
excepting	We all came, excepting Harry.	excepting
bearing	Our trees are bearing fruit.	bearing

Standard number right: VII—16 VIII—18 IX—19

THIRD WEEK

Word Building

You can spell each word in this lesson by adding *-s* to a word that you already know.

bids	savings	directions
finals	dealings	objections
agrees	curtains	exceptions
errors	consists	corrections
actions	circulars	expressions
powers	districts	arrangements
arts	He is skillful in the arts .	arts
profits	Our profits were eight dollars.	profits

Standard number right: VII—16 VIII—18 IX—19

FOURTH WEEK

Word Building

You can spell each word in this lesson by adding -s to a word that you already know.

ideals	openings	discounts
refers	benefits	telegrams
guests	concerns	invitations
belongs	suggests	publications
millions	servants	photographs
prayers	additions	improvements

wears This kind of cloth **wears** well. wears
weights The **weights** were six and ten pounds. weights

Standard number right: VII—15 VIII—17 IX—18

FIFTH WEEK

fuss	feeble	consult
ache	fiction	opposed
devil	painful	oftener
fatal	burden	valuation
Prof.	margin	youngster
vanity	mission	unexpected

sole He is the **sole** owner. sole
we've Tell him what **we've** seen. we've

Standard number right: VII—15 VIII—17 IX—18

SIXTH WEEK

Word Building

You can spell each word in this lesson by adding -s to a word that you already know.

proofs	deposits	complaints
drafts	renewals	youngsters
lengths	accidents	characters
appeals	intentions	impressions
authors	arguments	institutions
columns	operations	particulars

effects What were the **effects** of his illness? effects
breaks This pencil **breaks** too easily. breaks

Standard number right: VII—15 VIII—17 IX—18

SEVENTH WEEK

voyage	distant	garbage
angel	reflect	activity
mislaid	partner	universe
troops	stretch	contrast
citizen	orchard	monument
auditor	unhappy	wholesome
clause	Find the verb in this clause.	
wooden	The cookies are in the wooden bowl.	
	wooden	wooden

Standard number right: VII—15 VIII—17 IX—18

EIGHTH WEEK

Word Building

Each word in this lesson was formed by adding *-ing* to a word that you have learned to spell in a previous lesson.

beating	assisting	prevailing
blessing	supplying	publishing
existing	worrying	consisting
greeting	collecting	succeeding
listening	deducting	endeavoring
touching	happening	entertaining
adjusting		representing

Standard number right: VII—15 VIII—17 IX—18

NINTH WEEK

vast	create	composed
angle	channel	moreover
you'd	refrain	unworthy
arise	execute	unpleasant
haste	farewell	accomplish
misery	persuade	whatsoever
wander	Let's wander in the woods.	
sane	The poor man is not quite sane.	
	sane	sane

Standard number right: VII—15 VIII—17 IX—18

TENTH WEEK

Word Building

You can spell each word in this list by dropping the final *-e* from the base form and adding the ending *-ed*. (State the rule for adding a suffix to a word ending in silent *-e*.)

dined	inquired	persuaded
based	released	associated
served	observed	celebrated
amused	procured	telephoned
wasted	reserved	encouraged
admired	graduated	investigated
deserved		manufactured

Standard number right: VII—15 VIII—17 IX—18

ELEVENTH WEEK

wiring	finance	admiration
values	postpone	estimation
hasten	admirable	declaration
recital	improving	illustration
issuing	increases	agricultural
judging	legislation	observation
tracing		reservation

Standard number right: VII—15 VIII—17 IX—18

TWELFTH WEEK

enabled	balanced	postponed
insured	declared	advertised
pledged	imagined	anticipated
relieved	managed	distributed
realized	matured	substituted
acquired	concluded	discontinued
	estimated	

routed The shipment was **routed** by rail. routed

Standard number right: VII—15 VIII—17 IX—18

EIGHTH GRADE

THIRTEENTH WEEK

types	motives	graduates
styles	sources	creatures
scenes	balances	signatures
virtues	finances	references
believes	indicates	experiences
colleges	instances	consequences
	estimates	

dues Our **dues** are ten cents a month. dues

Standard number right: VII—15 VIII—17 IX—18

FOURTEENTH WEEK

Word Building

Each word in this lesson is formed by adding *-ment* or *-al* to a base word. No change is made in the base words except to add these suffixes.

rental	economical	employment
critical	mechanical	replacement
original	amendment	advancement
musical	amusement	endorsement
electrical	exceptional	arrangement
historical	attachment	establishment
enrollment		encouragement

Standard number right: VII—15 VIII—17 IX—18

FIFTEENTH WEEK

Word Building

You can spell each word in this lesson by adding *-ed* to a word that you learned to spell in a previous lesson.

ruined	retained	contented
avoided	designed	proceeded
claimed	bothered	respected
detailed	reckoned	attempted
honored	regarded	maintained
weighed	amounted	endeavored
belonged		entertained

Standard number right: VII—15 VIII—17 IX—18

SIXTEENTH WEEK

gay	folder	thereon
solo	kingdom	defense
civic	maiden	unknown
Bro.	remote	fifteenth
satin	grammar	desperate
trifle	process	percentage
border	My rug has a blue border.	border
plane	The big plane flew very high.	plane

Standard number right: VII—13 VIII—16 IX—17

SEVENTEENTH WEEK

lest	engage	struggle
gang	hearty	combined
task	mental	underwear
rural	project	northwest
burst	inspired	disagreeable
magic	writers	unreasonable
world's	We must help in the world's work.	world's
teacher's	The book is on your teacher's desk.	teacher's

Standard number right: VII—13 VIII—16 IX—17

EIGHTEENTH WEEK

Changing -y to -i

You have perhaps already learned that when you add a suffix beginning with any letter except -i to a base word ending in a single consonant and -y, the -y is changed to -i. Each word in this lesson has been formed according to this rule. Notice that the base form of each word ends in a single consonant and -y and that no suffix begins with an -i. What questions should you always ask yourself if you have any difficulty in determining whether or not to apply the rule?

bodies	worries	centuries
replies	steadily	deliveries
happily	counties	memories
applies	complied	prettiest
heavier	dignified	authorities
families	qualified	necessarily
salaries		possibilities

Standard number right: VII—13 VIII—16 IX—17

NINETEENTH WEEK

gem	utterly	treasure
linen	carload	powerful
label	contact	deduction
entry	surface	sweetest
sober	informal	passenger
urgent	renewed	distribute
coarse	She wore a dress of coarse linen.	
month's	We have paid this month's bills.	
Standard number right: VII—13 VIII—16 IX—17		

TWENTIETH WEEK

alas	install	extreme
omit	stupid	dreadful
dumb	patron	welfare
liquor	extent	slightest
cedar	vacant	profound
scarf	bargain	meanwhile
decent	He wore plain and decent clothes.	
you've	Perhaps you've finished your work.	
Standard number right: VII—13 VIII—16 IX—17		

TWENTY-FIRST WEEK

Word Building

Each word in this lesson was formed by adding *-ing* to a word that you already know how to spell. The base form of each of these words ends in silent *-e*. The rule says: Drop the silent *-e* before all suffixes beginning with a vowel. Notice that the final *-e* was dropped from each of these words before the suffix was added.

ruling	indicating	developing
grading	promising	graduating
arriving	supposing	completing
figuring	producing	cooperating
assuming	continuing	encouraging
disposing	describing	anticipating
arranging		appreciating

Standard number right: VII—13 VIII—16 IX—17

TWENTY-SECOND WEEK

avail	caution	recovery
tone	interval	impatient
crepe	adapted	wretched
initial	mischief	undecided
tariff	adorable	republican
sacred	nonsense	gymnasium
survey		background

Standard number right: VII—12 VIII—15 IX—16

TWENTY-THIRD WEEK

novel	senate	locality
royal	peevd	convince
poison	exhibit	economy
solicit	algebra	awkward
confer	lawyer	accurate
humble	blizzard	recollection
vary	He does not vary his behavior.	vary
pause	Let's pause and think.	pause

Standard number right: VII—12 VIII—15 IX—16

TWENTY-FOURTH WEEK

prose	ignorant	chocolate
league	omission	enormous
blouse	resigned	honorable
endure	offended	marvelous
phrase	entrance	accountant
manual	uncertain	whereabouts
ladies'	These shoes are in ladies' sizes.	ladies'
writer's	What is the writer's name?	writer's

Standard number right: VII—12 VIII—15 IX—16

TWENTY-FIFTH WEEK

fees	religion	announce
yield	gingham	legislature
debit	distinct	instrument
talent	inferior	postmaster
exceed	fixtures	thermometer
violent	shouldn't	headquarters
remedy		measurements

Standard number right: VII—12 VIII—15 IX—16

TWENTY-SIXTH WEEK

Doubling the Final Consonant

Notice that in each word of this lesson the final consonant of the base word has been doubled before adding the suffix. You may have studied the rule which explains when to do this. The rule is repeated for you here: Words with a last syllable consisting of a single short accented vowel followed by a single consonant (except *h* and *x*), double the consonant when adding a suffix beginning with a vowel.

If you have difficulty in deciding whether or not you should apply the rule, ask yourself these three questions: (1) Is the accent on the last syllable? (2) Does the last syllable contain a short vowel? (3) Is the vowel followed by a single consonant? If you can answer "yes" to each of these questions, you may be fairly sure that you should apply the rule, for it has but few exceptions among the words most commonly used in writing.

begged	stopping	preferred
canned	incurred	regretted
fitting	remitted	submitting
begging	deferred	occurrence
shopping	referring	remittance
stepping	remitting	transferring
	permitted	

wrapped The package was neatly wrapped. wrapped

Standard number right: VII—11 VIII—14 IX—15

TWENTY-SEVENTH WEEK

vital	confirm	gratifying
liable	revenue	pertaining
infer	hitherto	dormitory
glory	elements	delinquent
opera	fortnight	opposition
epistle	freshman	resistance
choir	Henry sings in the choir.	choir
affected	His work was affected by illness.	affected

Standard number right: VII—11 VIII—14 IX—15

TWENTY-EIGHTH WEEK

image	diploma	statutes
essay	revision	humanity
gossip	likewise	consigned
utilize	jobbers	facilitate
alumni	pathetic	testimony
status	intimate	supplement
tuition		installation

Standard number right: VII—11 VIII—14 IX—15

TWENTY-NINTH WEEK

Word Building

Each word in this list is spelled by adding *-ly* to a word that you already know how to spell.

firmly	decidedly	completely
locally	earnestly	accurately
mainly	relatively	differently
briefly	dreadfully	fortunately
chiefly	financially	intelligently
specially	exclusively	wonderfully
anxiously		permanently

Standard number right: VII—11 VIII—14 IX—15

EIGHTH GRADE

THIRTIETH WEEK

bonus
phase
induce
debtor
reality
literally
via
intense

We shall go **via** Cincinnati.

The heat was **intense**.

spiritual
maximum
maturity
strenuous
hereafter
generation

inspiration
indifferent
proceedings
incorporated
conscientious
embarrassment
via
intense

Standard number right: VII—11 VIII—14 IX—15

THIRTY-FIRST WEEK

humor
pending
cylinder
romance
precisely
dramatic
geometry

document
creditors
procedure
statistics
nominated
competent

fraternity
resignation
indifference
sympathetic
registration
remembrance
interpretation

Standard number right: VII—11 VIII—14 IX—15

THIRTY-SECOND WEEK

angels
exists
patrons
citizens
officials

intervals
individuals
specimens
greetings
sentiments
expectations

provisions
resolutions
illustrations
instruments
communications

souls The music thrilled our **souls**.

souls

faults We like him in spite of his **faults**.

faults

comments He made some **comments** on the game.

correspondents I write letters to my **correspondents**.

Standard number right: VII—11 VIII—14 IX—15

THIRTY-THIRD WEEK

lading	sincerely	community
cancel	occurred	acquainted
receipt	authority	opportunity
medical	literature	appreciation
schedule	absolutely	affectionate
probably	temporary	international
accepted	I accepted the invitation.	
company's	Is this the company's office?	
	company's	

Standard number right: VII—11 VIII—14 IX—15

THIRTY-FOURTH WEEK

usually	regretting	considerably
revised	committee	acknowledge
omitted	acceptable	requirements
occasion	practically	satisfactorily
equipped	convenient	stockholders
installing	government	representative
	preferred	
passed	We all passed the test.	
	passed	

Standard number right: VII—11 VIII—14 IX—15

THIRTY-FIFTH WEEK

No.	specified	disappoint
Sec.	referring	parcel post
bureau	existence	recommend
all right	extension	remittance
criticism	semester	convenience
judgment	executive	immediately
good-bye		communication

Standard number right: VII—10 VIII—13 IX—14

EIGHTH GRADE

THIRTY-SIXTH WEEK

Inst.	mortgage	exceedingly
prior	ascertain	cancellation
inquiry	determine	disappointed
partial	basketball	respectively
capacity	personally	memorandum
American	sufficiently	opportunities
financial		superintendent

Standard number right: VII—10 VIII—13 IX—14

THIRTY-SEVENTH WEEK

duly	physician	accommodate
annum	privilege	mathematics
visible	technical	transferred
accrued	apparently	incidentally
sorority	consistent	indefinitely
apologize	criticize	occasionally
unanimously		approximately

Standard number right: VII—5 VIII—8 IX—10

THIRTY-EIGHTH WEEK

perceive	necessarily	extraordinary
twentieth	temporarily	inconvenience
Chautauqua	accompanying	miscellaneous
enthusiasm	conveniently	questionnaire
countenance	intellectual	acknowledgment
magnificent	specifically	affectionately
edition	This is the paper's home edition. edition	
adieu	It is time to bid you adieu. adieu	

Standard number right: VII—5 VIII—8 IX—10

Spelling-Match Words

cafe	<i>beau</i>	sandals	partially
mansion	solemnly	boulevard	thirty-five
incapable	registrar	picturesque	kimono
parliament	applicable	<i>finely</i>	guidance
X-ray	<i>sheer</i>	pageant	sociology
negligent	humorous	cooperative	influential
carburetor	authentic	botany	alcohol
hatred	tonsillitis	feasible	alliance
souvenir	bazaar	completion	cathedral
professed	chaperon	civilization	contingent
usefulness	dissolved	mileage	suffice
foursome	endorsement	mahogany	successor
architect	verify	passionate	editorial
embarrassed	explicit	expenditure	<i>ere</i>
foresee	inevitably	depleted	initiated
delicacy	undertaking	privileges	insensible
certainty	solicited	<i>lieu</i>	bosom
commodities	contemptible	<i>censure</i>	opportune
sophomore	destiny	tentative	privileged
formidable	memoranda	nobly	subtle
distributors	vocational	amateur	prevalent
hesitancy	quiz	intellect	cigarettes
lieutenant	<i>colonel</i>	vaudeville	<i>consul</i>
glimpse	suppressed	thesis	organdie
narrative	kodak	ultimate	soliciting
adjourn	emphasize	eventually	brighter
conceited	javelin	unsettled	criticize
inhabitants	competitors	<i>canvass</i>	diploma
quibble	initiative	distinguished	documents
specialty	intelligence	interpret	epoch
imaginable	necessitate	chattel	lovable

explanatory	confidential	career	expenditures
advisability	elapsed	possessed	purely
monotonous	<i>coupe</i>	kerosene	moderate
vengeance	professors	remnant	regulations
<i>inter</i>	alluded	coupon	Pres.
expedition	villa	cafeteria	movie
librarian	ambassador	forcibly	<i>gym</i>
valid	feminine	elaborate	boarding
adequately	annoyance	opерetta	protest
apparatus	mutually	supplementary	features
bishop	esteem	generosity	bookkeeper
ultimately	concessions	despair	reunion
deemed	doctrine	democracy	gathered
sororities	pastime	ensuing	Treas.
enjoyment	proceedings	personnel	genteel
frequent	strictly	voile	option
representing	companion	republic	<i>per</i>
<i>phoned</i>	lectures	requirement	yourselves
islands	represents	vouchers	surety

Note to teacher: A word in italics should be illustrated in a sentence.

cc



